DOCUMENT RESUME

ED 159 305 CE 013 440

AUTHOR Luke, Robert A.; Boggs, Carol
TITLE The Planning, Implementation, Financing, and Management of Continuing Education Programs for Deaf Adults. Tricks of the Trade.
INSTITUTION Gallaudet Coll., Washington, D.C. Center for Continuing Education.
PUB DATE 76
NOTE 128p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Administrator Guides; Adult Basic Education; *Adult Education; Advisory Committees; *Aurally Handicapped; Community Support; Course Evaluation; Deaf; *Deaf Education; Demography; Federal Aid; *Financial Support; Handicapped Students; Interpreters; Needs Assessment; *Program Coordination; *Program Development; Program Planning; Publicize; Questionnaires; Recordkeeping; Resource Materials; Special Education Teachers; State Aid; Student Needs; Teacher Administrator Relationship; Teacher Certification; Teacher Recruitment

ABSTRACT

Suggestions are offered to adult educators for developing programs and obtaining funding for deaf education. The first seven chapters deal with program development. In chapter 1 demographics which relate to the hearing impaired are examined. (A million and three-quarters of Americans are severely or profoundly deaf.) Chapter 2 discusses deaf learning needs and assessment methods; sample questionnaires are included. Chapter 3 focuses on promotional techniques for programs and includes sample forms. In chapter 4 ways of finding and supporting teachers and interpreters are suggested. Chapter 5 documents adult basic education needs for the deaf (only one-third of the deaf population has a high school diploma); programs and materials are suggested. Chapter 6 outlines the advisory committee's make-up and functions. In chapter 7 steps in planning, implementing, and administering deaf education programs are reviewed. The remaining chapters focus on funding. Chapter 8 discusses financing resources and requirements. Local funding possibilities are examined in chapter 9, and state and federal funding sources are listed in chapter 10. Chapter 11 lists foundation-supported projects and discusses funding criteria. (CSS)

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THE PLANNING, IMPLEMENTATION, FINANCING, AND MANAGEMENT OF CONTINUING EDUCATION PROGRAMS FOR DEAF ADULTS

Prepared by
Robert A. Luke
and Carol Boggs
and the staff of the
Gallaudet College Center
for Continuing Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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a beginning word

How do you start a program of continuing education for deaf adults?

As a first step, read this book.

Adult education is not especially costly. Course for course it is probably the most attractive bargain in public education, considering the billions of dollars spent each year by American schools, colleges, and special institutions. This is not to say, however, that to start new programs for deaf adults where none existed before is a comparatively easy task. It *does* take some doing and it *does* take extra money, if not a lot.

What appears to be needed most, however, are skills in program planning, promotion, and coordination.

The Center for Continuing Education realizes that most—approximately 80%—of what is needed to start a program in almost any given community is already available in that community. This includes the resources in existing adult education programs in our schools and colleges—classes in consumer education, vocational training and job-related courses, homemaking, cultural and recreational activities, and many other opportunities. Indeed, some special programs and materials *are* needed, especially in the area of basic education, as well as some special know-how to tie the available resources to the needs, and this is where this book may help you most.

This document offers suggestions on how to get new programs going step by step, how and where to find program funds, and shares with the reader some tricks of the trade which we have learned through our Demonstration Program in the Washington, D.C., metropolitan area. It offers an orientation to deafness for adult educators with no previous background and an orientation to adult education of the deaf.

Suggestions are also offered on how to determine the educational needs of deaf adults. Also you will find some ideas on promoting (and this may be the most challenging task of all), the care and feeding of teachers and interpreters, how to cope with day-to-day administration problems, and how to keep records and to evaluate.

Robert A. Luke, a professional associate with the National Education Association, authored the first section of the book. The section on fund raising was researched and

written by Carol Boggs, formerly an associate in long-range planning at Gallaudet College. Input from the staff of the Center of Continuing Education, persons who have served internships in our Demonstration Program, and colleagues in related national organizations and federal offices contributed important and relevant facts and figures.

Thomas A. Mayes
Dean

Washington, D.C.
1976

TABLE OF CONTENTS

PART ONE

PAGE

DEMOGRAPHICS
Chapter One: Who and Where are the Hearing Impaired? 1

LEARNING NEEDS
Chapter Two: What do Deaf Adults Want to Learn? 7
Sample Forms 13

PROMOTION
Chapter Three: Getting the Word About 23
Sample Forms 29

STAFFING
Chapter Four: Finding Teachers and Interpreters 33

ABE
Chapter Five: Adult Basic Education 41

ADVISORY GROUPS
Chapter Six: Getting Advice 51

ADMINISTRATION
Chapter Seven: Threading Through the Administrative Labyrinth 55
Sample Forms 67

PART TWO

FINANCING
Chapter Eight: Be Prepared or . . . Forewarned is Forearmed! 73

LOCAL SOURCES
Chapter Nine: Start in Your Own Backyard 77

STATE AND FEDERAL
Chapter Ten: State and Federal Funds 93

FOUNDATIONS
Chapter Eleven: Foundations 107

1 who and where are the hearing impaired?

The story is told of the traffic officer who stopped a deaf driver. When no communication could be established, the driver took out a pad and pencil and wrote, "I am deaf." The officer, wanting to be helpful, but needing to know how to proceed then wrote, "Can you read?" The driver, sensing a possible way out, hopefully wrote back, "No."

Teachers when advised they would have a deaf person in their class have been known to ask, "Does she (or he) read Braille?" And who among us upon meeting a deaf person has been able to resist the impulse to talk more loudly?

Few hearing people know much about deafness. But, for that matter, it is always difficult to know about people who are different in one or more ways from ourselves. The reason is that we usually do not have an opportunity to meet many people other than our own kind. The rich tend to marry the rich, not because poor boys would not like to marry a rich girl but because they seldom have an opportunity to meet one. Not knowing people different from ourselves frequently then leads to the invention of myths and misconceptions which sometimes can be dispelled only by a confrontation with reality. The traffic officer undoubtedly learned for all time that the deaf can read, the driver that he would have to find a different way to try to get out of his troubles, and the poor boy who did meet a rich girl that he still was expected to support her.

WHAT IS DEAFNESS?

There are different causes of deafness and different levels of hearing loss. Without going into lengthy and scientific detail, let us say that there are two main types of loss—sensori-neural (nerve deafness which involves impairment of the cochlea or auditory nerve) and conductive deafness (usually a dysfunction of a part of the ear mechanism, which includes the eardrum, the "hammer and anvil" bones, and the stapes).

There are varied causes of the two types of deafness: heredity, disease, trauma, maldevelopment. Between 50% and 60% of severe and profound deafness is congenital and due to heredity, genetic, or Rh factors. Medical progress has limited the effects of spinal meningitis and other childhood diseases to the point that they account for perhaps 15% to 20%. Injury and exposure to loud noises account

for other hearing losses of varied severity. It is said that one out of every eight persons 65 years of age or older has a hearing loss severe enough to limit the ability to hear conversation, radio, and TV.

What does sound "sound" like to a deaf person?

Hearing loss is measured by decibels, and according to the decibel count the loss may be mild, moderate, or profound.

A person with normal hearing standing on the steps of the U.S. Capitol should be able to hear a rock concert on the steps of the Lincoln Memorial 10,000 feet away. A person with a severe bilateral (both ears) hearing loss will probably catch a distorted version of the tune 10 feet away. A profoundly deaf person, however, will hear nothing, although he will feel to some extent the vibrations in the air.

Persons with mild to moderate losses have difficulty understanding speech. For example, a sentence, "Two plus three should equal five," may be heard as "Pooh kuls free soub eatwull size."

HOW ARE DEAF PEOPLE "DIFFERENT"?

By and large, many deaf people earn a better or lesser living, spend their money as wisely or unwisely, indulge or neglect their children, and otherwise lead "normal" difficult-to-categorize lives much as their hearing neighbors do. They learn to dance (sound and rhythm are not the same), to drive an automobile, to play team sports, and to master complex vocational skills. They own television sets (who needs a sportscaster if one has eyes to see?). An important difference and a challenge to adult educators are the basic education skills of the average deaf person.

The age of onset of deafness is a very important factor in judging the handicap of a hearing loss. A person who loses his/her hearing at a very early age or is congenitally deaf may have a serious language handicap. This is because a child learns language by interacting with a language model. Inability to hear the spoken word, and the necessity to learn by reading, speechreading, and sign language, make for a slow process of acquiring the English language. It is only fair to say that a person who loses his/her hearing after age five (at which time he or she has normally acquired language and mastered its syntax) has a great ad-

vantage over one who was deaf at birth or whose hearing loss occurred during infancy.

Studies show that, in general, congenitally deaf adults have a low reading comprehension level and that the average deaf adult has great difficulty in expressive (written) English. Research indicates that the reading comprehension level of the average deaf school leaver is below the sixth grade.

Poor performance in language comprehension does not mean, however, that deafness is synonymous with low intelligence. What it means is that deaf persons, because of their language handicap, perform poorly on standardized achievement tests which take a knowledge of language, in every subject area, for granted. Over 50 investigations show clearly that the intelligence of deaf persons is distributed along the same range as that of hearing persons. In other words, there is no causal relationship between deafness and IQ. Deaf people are just as bright as hearing people.

DEAF PEOPLE AND ADULT EDUCATION

In our experience, deaf people need a lot of "hard sell" to acquaint them with adult education opportunities and to convince them that these activities long popular with hearing people are now available for them. Traditionally, they have not responded in droves to such programs, and also, traditionally their attendance has dropped off after an initial flush of the new experience.

You may find yourself spending about 75% of your time promoting and publicizing classes and building enrollment. You will find your program in competition with popular recreational and social activities—bowling, basketball, and softball leagues, "bank nights," bingo, and fraternal meetings which are established activities in deaf social clubs.

To build and hold enrollments it will help to understand something about adult learning needs. We have learned that deaf men and women want to move away from traditional classroom habits, and to participate in activities in which they can learn by doing. They demand flexible, practical, and relevant courses and classes which meet their immediate interests. They want exciting and creative teach-

ing. They want to realize an improvement in themselves and their self-worth.

HOW MANY PEOPLE ARE DEAF?

The proportion of people with hearing disorders is almost certainly increasing because of increased medical technology. Doctors are saving more and more of the babies who have difficult births or are born prematurely, whereas, in the past,these babies have died. Some of these babies have defective hearing.

Also, more and more of us are being exposed to extremely loud noises which can cause temporary or permanent hearing loss. More and more of us are living into the older ages during which hearing acuity has always been known to deteriorate.

According to a recent study*, 873 persons out of every 100,000 individuals of all ages living in the United States have a hearing loss so severe that they are unable to hear and understand speech, and thus are technically defined as deaf. This would mean that a million and three-quarters of America's citizens are severely or profoundly deaf.

You should be forewarned, however, that numbers are sometimes misleading. Don't expect one out of every 110 deaf persons to be straining at the leash to enroll in adult learning programs that are open to them. Many of these people are children; many are senior citizens who have presbycusis (loss of hearing due to age); some have lost their hearing in adulthood and, being well-adjusted to society, don't particularly "take" to special programs for the deaf. There are others who do not number adult education high among their priorities.

CAN DEAFNESS BE CURED?

A key question: "How long will deafness be with us?" Will there come a time when, because of advances in medical science, no person will be unable to hear? Unfortunately, the need to provide opportunities for deaf adults to participate on equal terms with hearing persons in adult education classes will increase—not decrease. The reasons are both physiological and social.

Deafness, unlike poliomyelitis, for example, cannot be expected to all but disappear as a result of a yet to be

* J. Shein and M. Delk, *The Deaf Population of the United States*, Washington, D.C., National Association of the Deaf, 1974, p. 18.

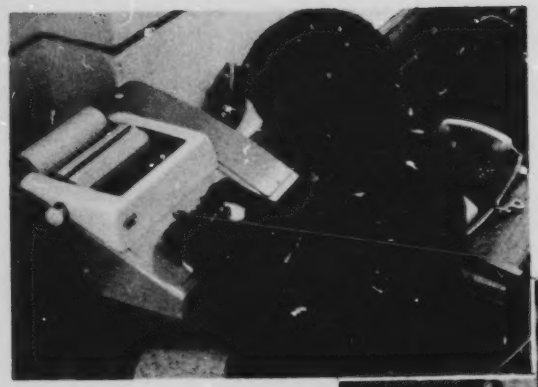
discovered miracle drug or because of a surgical breakthrough. For some years to come, the percentage of the deaf population to the total population can be expected to remain about the same. This means that the actual number of deaf individuals in the total population will increase if the population increases.

Fortunately, some kinds of deafness can now be made to yield to surgery. Increasingly, sophisticated hearing aids enable those who have little residual hearing to make maximum use of it. The widespread use of antibiotics reduced the incidence of deafness from spinal meningitis, scarlet fever, and other childhood diseases. Even rubella (German measles), the cause of many multiple handicapping conditions, is being conquered by a vaccine.

Offsetting these advances are other contributing causes to deafness, such as the fact that 50% to 60% of all deafness may be attributed to genetic factors (heredity). Despite spectacular medical advances, infectious diseases which result in nerve damage are not yet about to be eliminated. Moreover, the environment of modern-day life has done nothing to reduce dangerously high noise levels that can—and do—lead to deafness. While industrial accidents have been sharply reduced in the last 50 years, other forms of accidents have arisen to take their place. Presbycusis (deafness due to age) is an important factor.

TECHNOLOGY AND HEARING

TELEVISION—Already some TV news programs present a special version for those who cannot adequately hear the sound—no matter how high the volume. In one small corner of the television screen, the face and hands of a person appears who, using a language of signs rather than of spoken words, communicates to the deaf viewers what the newscaster is saying aloud for the hearing viewers. In other programs—including a delayed broadcast of one of the national news programs—captions appear at the bottom of the TV screen which rephrase, in an economy of words, the narration of the newscaster. The Public Broadcasting Service is already experimenting with an adapter which, when attached to a TV set, will make the captions visible only to those who receive the signal through this specially attached "little black box."



TELEPHONES—Even telephone communication is not denied the deaf. Teletypewriters (like those used by Western Union), equipped with adapters, make it possible for deaf persons to converse with each other over telephone wires. Introduced rather recently, these machines are now in widespread use. In the Washington, D.C., area alone, over 300 teletypewriters are owned by deaf persons, and a national directory lists more than 4500 numbers.

FILMS—Films, too, have been adapted to the needs of the hearing impaired. The U.S. Office of Education maintains a Media Services and Captioned Films Section (in the Bureau of Education for the Handicapped). A catalogue listing scores of captioned educational films as well as popular feature films for entertainment, is circulated to schools, agencies, and social groups throughout the country. As a result, monthly movie clubs have become a popular evening activity for groups of deaf people who come together to see captioned versions of films shown in movie theatres.

2 what do deaf adults want to learn?

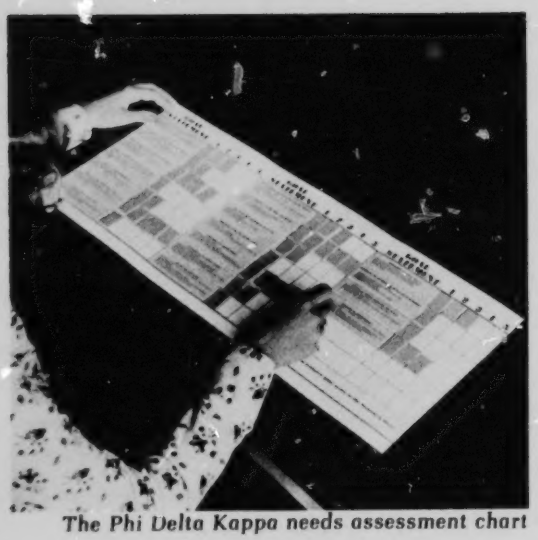
In adult education we have used a variety of techniques to approach the study of the needs and interests of potential students. Questionnaires sent home by children attending the day school is one way. Evaluation of existing programs, conducting individual interviews, use of representative advisory committees, analysis of registration statistics, and studies of what the U.S. Census has to say about the characteristics of the individuals living in a given community are some of the other needs assessment techniques used by adult educators. Perhaps in all too many cases the needs assessment is nothing more than what the educator's instincts, incidental intelligence from colleagues and friends, and records of past performance indicate are the range of interests in the community that will draw enough of a crowd to fill out a class. Not uncommon is the technique of telling a prospective teacher, "Find at least 15 students" (or whatever the minimum enrollment is) "and you'll have a class to teach."

This is all well and good as far as it goes. In a flourishing middle class community where there are more than enough educationally sophisticated individuals who know what they want to know more about—and know how to get it—informal approaches to needs and interest assessment may be enough.

Determining the needs of deaf people to whom adult education is an untried experience is, however, usually a different matter. Too many programs launched on dead reckoning have failed to hold enrollments. Involving deaf adults and potential consumers in the planning and design of programs and the choice of courses is of course mandatory, but it is not always the whole answer. This is true because people who have never before participated in adult education programs are often unaware of the exciting potential. This suggests a need for a balance of opinions of people who sponsor programs and people who participate in them, a weighing of resources against consumer needs.

A formal needs assessment which provides realistic data is valuable in more ways than one. It provides statistical proof of needs when program coordinators approach state and local agencies for support and is also helpful in grant proposal writing.

"Do you have any classes in Elephant training?"



The Phi Delta Kappa needs assessment chart

Here are some suggestions which may be helpful in selecting courses when starting a new program.

A FORMAL NEEDS ASSESSMENT: The Phi Delta Kappa Model

The Phi Delta Kappa Model is a one evening exercise which may involve up to 100 people. The participants represent potential consumers (deaf adults), professionals who work with them (educators, rehabilitation counselors, etc.) and adult education specialists. The exercise also provides an opportunity for discussion among participants, leading up to a consensus of opinion.

This formal needs assessment technique is a modification of one developed by Dr. Keith Rose of Chico State University in California and distributed by Phi Delta Kappa. ***The Center for Continuing Education has used it in several cities and will, upon request, offer it in any community at no cost to the sponsor.***

The assessment can be carried out in 2½ hours' time. It is necessary for the sponsor to provide a meeting room with ample table space, and to assure an adequate number of participants.

Each participant is given a list of 18 goals which an adult education program can reach. Each is allowed 45 votes which can be spread from one to five for each goal. Five votes for one goal indicates that particular goal, be it "Improvement of Family Life" or "Reduction of Unemployment," is a very much needed service for his community. One vote for a goal indicates it is least needed. The exercise permits small and large group discussion in selecting goals, and participants generally find it an enjoyable experience.

Direct mail questionnaires

The questionnaire survey, mailed out to a carefully constructed mailing list, to be returned in a self-stamped envelope, is a standard practice.

Two such questionnaires appear at the end of this chapter. Copy them—or modify them to your needs—if you wish. One was developed by Shirley Glassman of the Community College of Philadelphia. The other was used in Flint, Michigan.

The questionnaire survey, when used with deaf adults, may sometimes have a limited effect. Educationally deprived or functionally illiterate adults find questionnaires difficult to answer, no matter how simply they are written. The questionnaire's direct question-answer or check-list design, although generally efficient, lacks the advantage of the open discussion approach of the Phi Delta Kappa exercise. Yet with a hard-to-reach population the questionnaire can serve a purpose.

OTHER IDEAS: Judy's brunch

Judith Johnson, formerly coordinator of the Center for Continuing Education Demonstration Program in the Washington, D.C., metropolitan area, periodically invited deaf friends—or friends of friends—to her home for Sunday brunch. Informal conversation provided input on the adult education needs of the hearing impaired community, and Judy was able to select courses which drew large enrollments.

The "Greek Olive" Principle

Dr. George Lavos of the Michigan School for the Deaf is the author of this one. It suggests that people who have never participated in adult activities cannot realistically assess a need, thereby leaving the program administrator to make course choices by educated guesswork.

For example, if you were to approach a total stranger on the street and ask, "Do you like Greek olives?" the stranger, if he never had had the good fortune—or misfortune—of eating Greek olives, would not know how to answer the question. To cover his ignorance, he would give one answer: yes or no, neither being a reliable answer.

Similarly, deaf adults to whom adult education is completely foreign, may answer (when asked if he/she would like to participate in a continuing education class) with an uncertain yes or no.

Typically deaf adults are not "turned on" to education; typically, also, many are underemployed without clearly realizing it. They often accept shortcomings and an unrewarding place in society, attempting to make the best of it in activities which are mainly recreational and social. Many do not realize the opportunities that continuing education

"Do you like Greek olives?"

offers them or their real potential for educational growth and economic gains.

Banking on the experience of others

What works well in the Washington, D.C., area may or may not hold similar appeal elsewhere, for, as adult educators know, needs—economic, cultural, or vocational—differ from community to community. But if you want to know of some of the tried and true courses offered by our Demonstration Program, here are some examples: Diet Workshop, Driver Education, Arts and Crafts courses of a wide variety, Physical Fitness and Recreational Activities, Photography, Indoor Plants, and of course, Basic Education.

Experimental programs in several cities show that these classes—including, under certain circumstances to be discussed later, the ones in Basic Education skills—can be successfully taught in classrooms made up of both hearing and deaf students and served by a competent interpreter.

In addition, there are a few courses that have appeal primarily to deaf adults or to those working with them. A few examples: Teletypewriter Repair, Public Speaking for the Hearing Impaired (the inability to hear one's own voice creates no less a need to learn how to use the voice effectively), Seminars for Deaf Parents of Hearing Children.

BUILDING INTEREST: Make use of your community's resources and attractions

When classes which included deaf adults were started in the Flint, Michigan, schools, they were purposely housed at the extreme end of a high school building. In this way, deaf students walked through the length of the building for their coffee break in the cafeteria. Along the way, open classroom doors provided a peek at the many other kinds of adult education activities taking place. Even this brief exposure created, if not a need, a "want" for a wider range of offerings which the deaf could join in following semesters.

In the Nation's Capital, a new subway is under construction. What is the best way to learn about it? To go to a lecture? Of course not. It is to put on hard hats and, with the aid of an authorized tour leader (and an interpreter),

go take a look.

How does one safely and efficiently ride these newfangled multispeed bikes? A morning or afternoon in the park, with a knowledgeable instructor, will do the job.

Wonder what those people are hearing when they walk through the art gallery with a cassette tape recorder and a hearing piece? A little arranging with the museum director—and with an interpreter—and it is almost as good as done.

The membership of the City Council (or school board or state legislature) is up for election. Are the candidates interested in the deaf vote? They may never have known there was such a constituency before, but watch their eager acceptance once the opportunity presents itself.

What is a dinner theater? Organize a group, have each one buy a ticket, and go find out. Be sure to take along several good interpreters, sit together as a group, and provide proper lighting to fall on the interpreters' hands.

And, what *does* a disc jockey do? Either arrange for a group to get up early some morning to go find out, or ask the disc jockey to stay up late and come to the adult education center to provide a simulation.

The Gallaudet Forum

Another service of the Center for Continuing Education, designed primarily to create and spur interest in educational programs among deaf adults, is the Gallaudet

The Gallaudet Forum

Forum. This is a series of dinner-lectures which the Center has been sponsoring since 1971.

A 30-50 minute talk followed by a buffet supper, and an hour's question-and-answer session provide a format by which deaf persons may rap with well known and knowledgeable people on important public issues. Among those who have appeared on the Gallaudet campus to discuss, argue, expound, explode myths, or defend issues of the time are Katharine Graham, publisher of the *Washington Post,* George Allen, coach of the Washington Redskins, philanthropist Stewart R. Mott, Howard K. Smith of ABC Evening News, Sen. Harrison Williams, and columnist Art Buchwald. Seldom do speakers accept speaking fees.

The Gallaudet Forum serves some important purposes. For many participants it is the first taste of adult education in all its exciting informality and rich rewards—it sells adult education. It has helped to increase enrollments in other activities promoted by the Center. Too, the speakers—leading citizens—often gain important insights to the needs as well as the capabilities of deaf people, and in some cases this interest had led to practical and helpful action benefiting the deaf.

The Center for Continuing Education underwrites up to $500, for four forums in cities other than Washington each year, as a promotional tool to generate interest in continuing education. Write to the Dean of the Center for information.

SAMPLE QUESTIONNAIRE (1)

SURVEY OF CONTINUING EDUCATION
(Consumer and Homemaking)
NEEDS OF THE DEAF COMMUNITY

The questions below are being asked so we can get an idea of what deaf people want and what they do not want. Please answer the questions as carefully as you can. Answer each question Yes or No depending on how you feel.

FAMILY

For the Health and Safety of your family, would you be interested in:

Yes	No	
_____	_____	Emergency first aid
_____	_____	Home first aid
_____	_____	How to keep you home safe
_____	_____	Knowing and understanding signs of illness
_____	_____	Infant and baby care
_____	_____	Problems of drugs and alcohol
_____	_____	Understanding diets for special health problems
_____	_____	Understanding problems of children and teenagers
_____	_____	Understanding problems of old age

Would you be interested in a course on "Planning for Marriage and Family"?

Yes	No
_____	_____

HOME

Are you interested in learning about buying and selling a home?

Yes	No
_____	_____

Would you be interested in making your home more comfortable and attractive?

Yes	No
_____	_____

Would you be interested in Sewing Crafts (includes: knitting, needlepoint, special knit fabric sewing, etc.)?

Yes	No	
_____	_____	

MONEY

Would you like to know:

Yes	No	
_____	_____	How to manage your money wisely
_____	_____	How to use credit wisely
_____	_____	How to buy clothing wisely
_____	_____	How to buy household furnishings and appliances
_____	_____	How to buy or own a car
_____	_____	How to read and understand contracts and guarantees
_____	_____	How to plan for retirement

WORK

If these courses were available, would you want to learn how to:

Yes	No	
_____	_____	Look for a job
_____	_____	Act at job interviews
_____	_____	Write letters and applications
_____	_____	Understand responsibilities of your job
_____	_____	Work with people on the job
_____	_____	Prepare for a new occupation (business, employment, trade)

FOOD

Would you be interested in:

Yes	No	
_____	_____	Learning how to cook
_____	_____	Canning, preserving and freezing of foods
_____	_____	Good meals and family nutrition
_____	_____	Smart food shopping and planning
_____	_____	Gourmet cooking

MISCELLANEOUS

Would you want to know more about any of the following:

Yes	No	
____	____	Welfare and employment (work/job) services
____	____	Medical and health services
____	____	Legal (law and lawyers) aid services
____	____	Leisure (free time and vacation) services
____	____	Recreational (games and sports) services

Would you attend Continuing Education classes if courses were offered in:

Yes	No	
____	____	Ceramics
____	____	Photography
____	____	Mathematics
____	____	Business education
____	____	Typing
____	____	TTY repair
____	____	Home and appliance repairs
____	____	Auto mechanics
____	____	Consumer education/Consumer protection
____	____	Civil Service preparation
____	____	Indoor/outdoor gardening
____	____	Current affairs
____	____	Improvement of language skills
____	____	Basic education
____	____	Driver training or education
____	____	New "signs" in Sign Language
____	____	Lip-reading
____	____	Improvement of speech
____	____	Slimnastics (physical fitness)
____	____	Diet workshop
____	____	Self-defense
____	____	Social etiquette (rules of manners for all occasions)
____	____	Health and life insurance
____	____	History of and about the deaf
____	____	Better communication skills on TTY
____	____	Better understanding of hearing world
____	____	Educational tours
____	____	How to read a newspaper

Now look at the courses described on the first three pages and pick the three most important courses that you want to take:

First choice: _____
Second choice: _____
Third choice: _____

If you have other interests not previously listed, please state what courses you would want:

Other courses: _____
_____

The following questions are very important. They will help us plan they type of programs that you want.

Is Community College of Philadelphia (11th and Market Streets) easy for you to get to?

Yes	No
_____	_____

Do you know of any other places you would like to go for Continuing Education classes? (Example: Places near your home for possible future deaf classes such as a church, library, other schools or colleges near you, meeting rooms in a department store, hospital or bank or any other places)

_____(Places)_____

_____(Addresses)_____

_____ (Towns)_____

_____ _____

What time of day is best for you to attend classes?

_____ Morning
_____ Early afternoon
_____ Late afternoon
_____ Evening

What days would be best for you to go?

_____ Monday
_____ Tuesday
_____ Wednesday
_____ Thursday
_____ Friday
_____ Saturday
_____ Sunday

How many days a week would you attend?

1 _____ One day
2 _____ Two days
3 _____ Three days

How many hours would you plan to stay each time?

1 _____ One hour
2 _____ Two hours
3 _____ Three hours

Do you have a car?

Yes No

_____ _____

Would you drive other people to night school?

Yes No

_____ _____

If you do not have a car, would you use public transportation at night to attend classes?

Yes No

_____ _____

Would you attend Continuing Education classes to work towards:

1 _____ Eighth grade diploma
2 _____ High school diploma
3 _____ Some college credits
4 _____ Self-improvement

Which would be your first choice?

_____ To attend Continuing Education classes with only the deaf
_____ To attend Continuing Education classes along with hearing people and an interpreter

If courses in Continuing Education are available, would you be willing to pay a small fee to take up one or more courses?

Yes No

_____ _____

How old are you?

1 _____ 14-21
2 _____ 22-29
3 _____ 30-39
4 _____ 40-61
5 _____ 62 or over

Sex

_____ Male
_____ Female

What do you do?

_____ Work
_____ Housewife
_____ Student
_____ Out of work, looking for job
_____ Unable to work
_____ Retired
_____ Other _____

_____

Are you a member of any deaf club, organization or religious group? If so, list some.

_____

_____

_____

_____

In order for us to contact you and tell you about programs that you are interested in attending, please fill in the following:

Your Name: _____

Your Address: _____

City: _____

(Voice) Phone : _____

TTY Phone Number: _____

SAMPLE QUESTIONNAIRE (2)

SURVEY OF ADULT EDUCATION IN GREATER FLINT

The purpose of this survey is to discover what kinds of adult education programs the people in Greater Flint want and need. These questions ask about the adult education experiences you have had, where you had them, and how well you feel they met your needs. You will also be given a chance to make suggestions about what kinds of adult education programs you would like to have in the future. This survey is concerned with Mott programs, Community School programs, Extended School Services, and other adult education programs in the Flint area. Do not list recreational activities such as tennis, golf, dancing, etc. This survey is an important part of a project being conducted by the National Association for Public Continuing and Adult Education (NAPCAE). It should take you no longer than 10 minutes to complete this form. Your name is not needed. Your cooperation will be greatly appreciated.

DIRECTIONS: Please answer the following questions by checking answers that fit you.

PERSONAL INFORMATION

1. Sex: Male_____; Female_____.

2. Age: 16-24_____; 25-34_____; 35-44_____; 45-64_____; 65 or Older_____.

3. Family Status: Married_____; Unmarried_____.

   Number of Dependents: None_____; 1_____; 2_____; 3_____; 4 or More_____.

4. Background: Black_____; White_____; Mex-Amer._____; Indian_____; Other_____. (Specify)

5. Language Spoken at Home: English_____; Spanish_____; Polish_____;

   Other (Please Specify)_____.

6. Last School Grade Completed: Less than 3rd grade_____; 4-6_____; 7-9_____; 10-12_____. More than High School_____.

7. Residence: City of Flint_____; County_____; Outside County_____.

8. How Long Have You Lived in the Flint Area? 1-5 years_____; 6-10_____;

   Over 10 Years_____.

9. Employment: Employed _____; Unemployed_____; Retired_____.

10. If Not Employed, What is The Source of Your Income? Pension_____; Social Security_____; Public Welfare_____; Other (Please Specify)_____.

11. What Do You Do? Factory Worker_____; Clerical or Office Work____; Management_____; Professional_____; Homemaker_____; Farm_____; Student_____; Not Working _____; Other (Please Specify)_____

ADULT EDUCATION EXPERIENCES:

12. Have you taken part in any Mott, Community School, or other adult education activity in the last 3 years? Yes_____; No_____.

a. If your answer was NO, please answer the following questions:

Why haven't you taken part in an adult education activity in the past 3 years?

Not interested_____;
Too busy_____;
Family problem_____;
Couldn't find what I wanted_____;
Inconvenient_____;
Didn't know what was available_____;
Previous adult education experience unsatisfactory_____;
Other (Please Specify)_____.

If your answer to question 12 was NO skip questions #13-17 and answer questions #18-21.

b. If your answer was YES, please continue and answer all the remaining questions.

13. How many programs have you been in? Check or give the number you have taken for each of the following:

Hobby or Self-Interest_____;
To Learn a New Skill for Self____;
To Learn a New Skill for Job_____;
For High School Completion_____;
For Basic Education_____;
College Course_____;
Family, Financial Management, or Consumer Education_____;
Other (Please Specify) _____.

14. What agency sponsored your most recent adult education program?

Flint Public Schools_____;
Another School District_____;
Mott Community College_____;
Industrial Mutual Association _____;
United Auto Workers or Other Union_____;
Opportunity Industrialization Center_____;
General Motors Institute_____;
Community Action Agency_____;
YMCA or YWCA_____;
Churches_____;
Don't Know_____;
Other (Please Specify) _____
_____

15. How would you rate your most recent adult education experience?

Excellent_____; Satisfactory_____; Fair_____; Poor_____.

16. Please rate the following items in your most recent adult experience by checking the best possible description for each item.

Item	Excellent	Satisfactory	Fair	Poor
Instructors	_____	_____	_____	_____
Materials Used	_____	_____	_____	_____
What Was Presented	_____	_____	_____	_____
Course Content	_____	_____	_____	_____
How Much I learned	_____	_____	_____	_____
Convenience of Location	_____	_____	_____	_____
Time	_____	_____	_____	_____
Facility (Place)	_____	_____	_____	_____
Other Comments You Wish To Make	_____			

17. How did you learn about the adult education activities you took part in? Please check all that apply to you:

Newspaper_____;
Radio/TV_____;
School_____;
Family_____;
Friend_____;
Neighborhood Bulletin_____;
Church_____;
Agency_____;
Other (Please Specify)_____.
_____

18. What kind of adult education activities would you like to have available? Please number your first, second, and third choices -- (1,2,3).

For Acquiring New Skills_____;
For Employment (getting a job or improving on a job)_____;
To Improve Family Life (Consumer Education or Financial Management)_____;
For High School Completion or Basic Education_____;
Current Issues (Political, Social, World) _____;
Recreation-Hobbies/Crafts_____;
For Spiritual Understanding_____;
Other (Please Specify) _____

19. Do you plan to take part in adult education next year? Yes_____; No_____;

20. When and where would you prefer adult education activities?

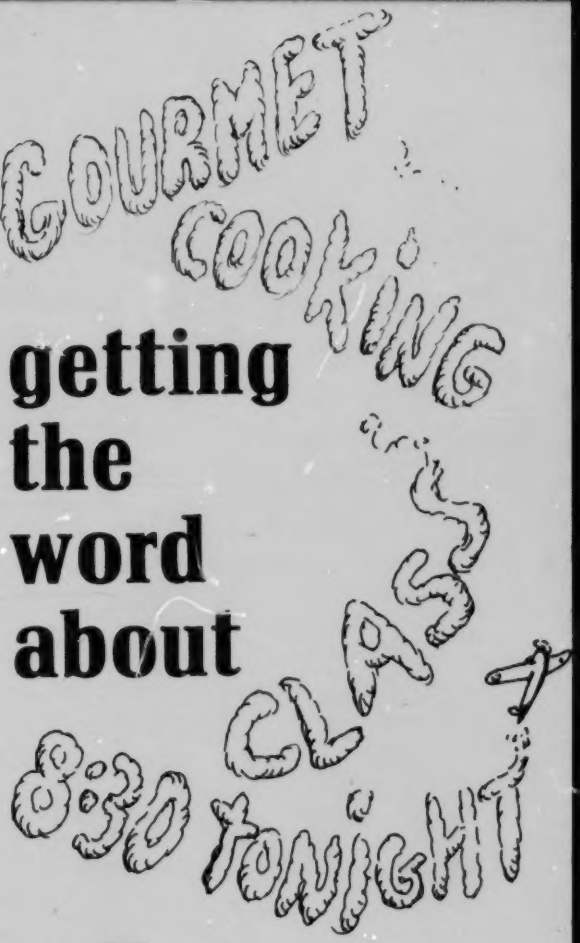
Time: Mornings_____; Evenings_____;
Afternoons_____; Weekends_____;

Place: Local School_____; Union Hall_____;
College_____; At Work_____;
Church_____; Other (Please Specify)_____.
Deaf Club_____;

21. In your opinion, are there now enough kinds of educational opportunities for adults in the Flint area? Yes_____; No_____. What else might interest you or other people you know?_____
_____
_____

PROMOTION

3 getting the word about



Every adult educator will say that his best advertising medium is the satisfied customer. It must be acknowledged, however, that back of every satisfied customer is an efficient and well-designed enrollment-building organization. In the absence of any systematic promotion system, it is unlikely that the first students would have been found the first time to tell others about it at a later date.

However, in starting a new program you may find that about 75% of your time is spent, not in setting up classes, but in getting people into them. In dealing with deaf people for the first time you are dealing with a whole new unfamiliar audience. You may need to be reminded also that this audience cannot be dealt with in all the customary ways. You cannot easily reach deaf people on the telephone. They do not listen to radio spot announcements. They are not always easy to find.

DEVELOPING A MAILING LIST

At the heart of any well run promotion program—whether emanating from Madison Avenue or Main Street—is a well designed, constantly updated, diversified mailing list. It will include not only the names of direct-mail prospects—deaf adults in this instance—but the gatekeepers to the potential clientele: television personnel, newspaper reporters, and representatives of social agencies. The heart of the promotion list, however, is the correct home address of an individual who is a potential customer and who can be individually reached via the U.S. Postal Service.

Where do you get the names for a mailing list? An enterprising lady we know, Beverly McKee, director of the Resource Center for the Handicapped at the San Diego Community College in California, used her wits. Not being familiar with the deaf population of her community, she asked a deaf friend for her Christmas card list and went from there. There are other ways, however, and here are some suggestions.

SOURCES: Social clubs of the deaf

For direct access to the clientele for whom adult education programs for the deaf are specifically intended, the clubs for the deaf provide a ready-made audience.

Deaf people are unusually well-organized as a society. Their communication handicap draws them together—no one understands a deaf person like a deaf person. *The Deaf Population of the United States,* a census study conducted by the National Association of the Deaf in cooperation with the Deafness Research and Training Center, New York University, lists scores of social clubs throughout the country. These social clubs (sample names; The Chicago Club of the Deaf, Motor City Association of the Deaf) typically are informal gathering places where friends meet friends, play games, chat, while away the time in any number of ways. Some have sophisticated cultural and education programs. Almost without exception they are self-governed in a business-like way with their own elected officers and by-laws.

However, seeking release of a mailing list is sometimes another matter. This is understandable as unscrupulous commercial organizations have historically taken advantage of such lists in search of customers for sometimes questionable merchandise. It is this exploitation which leaves deaf clubs protective of their mailing lists.

If club members, or better, club officers are part of a planning committee for an adult education program then cooperation in the use of the mailing list for reaching the intended clientele is all the easier.

Other organizations of deaf people

Other sources of mailing lists are local and state Gallaudet College Alumni Associations. Also the National Association of the Deaf (NAD) has affiliated organizations within each state. This powerful national organization has over 17,000 dues-paying members and is the largest organization of hearing impaired people in the country. The address of the NAD is 714 Thayer Avenue, Silver Spring, Maryland, 90210. Write for advice on how to find deaf leaders in your area.

Another source is the National Fraternal Society of the Deaf, a lodge which underwrites life insurance for deaf people and their families. It is another resource through which local leaders may be identified. Write to them at 1300 W. Northwest Highway, Mt. Prospect, Illinois, 60056.

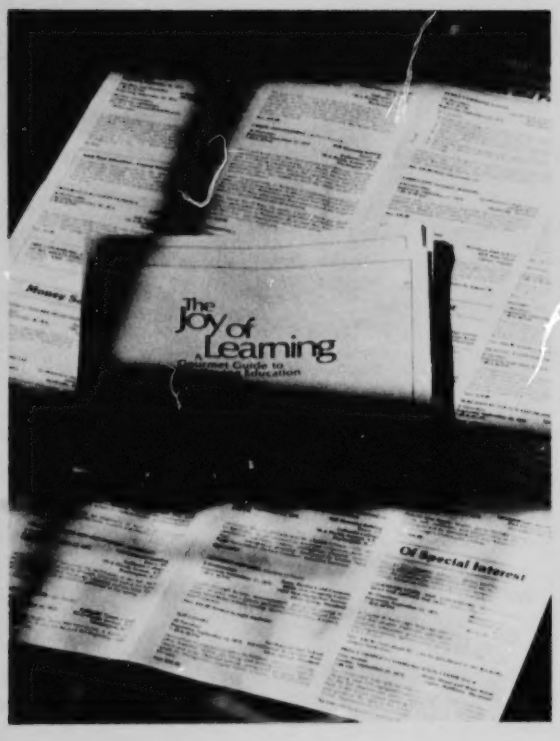
There are literally hundreds of churches with services

for hearing-impaired congregations. Particularly in the South, the Baptist Church has large groups of deaf people. Jewish, Catholic, and Lutheran denominations are active in many cities. These are excellent sources for mailing lists; church leadership is highly supportive of educational programs and should be included in program planning.

A more selective approach has been used by the Center for Continuing Education in building a list of individuals who are deaf and who work for the federal government in the Washington, D.C., area. A letter was sent to known deaf people from an already established list of names, together with the request that additional names be supplied. It was asked that the individual receiving the letter list in general terms for him or herself, the needed job development skills for which training was desired. A copy of the letter and the information form is provided at the end of this chapter.

THE MAILING PIECE

The purpose of building a mailing list is to have someone to send something to. For most adult education programs, the something is a printed brochure describing adult education offerings in enough detail and with enough pizzaz to invite long lines of would-be students at registration time.



In designing a brochure directed exclusively to members of the deaf community, you might well try to think what kind of a cover—or eye-catching symbol—would most quickly communicate the key concepts intended were you to unexpectedly find yourself sitting beside a deaf person on a bus or at a sports event and printed words and symbols had to carry the whole burden of the message.

The brochure announcing programs for deaf adults—or the leaflet, or the single page flyer—need not be elaborate in makeup or expensive to produce.

It should be imaginative in format and it must be clear and direct in its message. It should always include a registration form and use no heavy vocabulary. In addition to supplying the routine information contained in the announcement of a conventional course, this special announcement must make it clear whether the deaf participants will be enrolled in a course open to the hearing and deaf alike, with interpretation services available, or if a given course is for the deaf alone. You might also make it known if the instructor is deaf or if the instructor uses sign language. Information must also be provided as to the minimum number of deaf persons who must be enrolled in each class before an interpreter can be provided. This information has important meanings.

SPECIAL PROMOTIONS

In some communities, as part of the promotion plan, a special registration and meet-the-teacher night combined with an informal social hour has been held for potential students. Not only does this give the hearing impaired the initial security of safety in numbers, but provides interpreters and teachers an opportunity to begin to know their students—and each other—in a friendly and supportive atmosphere.

At La Guardia Community College in New York City, a registration rally attracted 300 deaf people. After appropriate speeches of introduction and information, entertainer George Johnson gave his Gee Jay show, followed by refreshments, followed by over 100 of those present enrolling, on the spot, for classes in the first term of a brand new program for the deaf.

Even when a special event is not possible or feasible, any activity that attracts deaf clientele can be used to pass

out brochures or other announcements of the adult education program. Requesting a few minutes' time at meetings for talking about available offerings is useful, particularly if followed by a request for the names of deaf people who have so far evaded all listing-compiling attempts. At the same time, suggestions for new program offerings can also be requested.

Plans, variously known as the Each-One-Reach-One or the Pyramid Club idea—long used in membership promotions—can be easily adopted as an adult education attention-getting device. Reduced to basics, the plan is nothing more than finding five individuals who will each take 25 program announcements—with registration form included, and hand them out to 25 friends.

Sometimes, if a class starts out with a low enrollment, a fee reduction—if a fee is charged—can be offered to any student bringing a new student to the second session of the class.

LET THE HEARING HEAR TOO!

Not so much time and effort should be spent on promoting the program to the specific target audience that carrying the message to the community-at-large is neglected. Initially, at least, the introduction of this new aspect of the adult education program will provide good newspaper coverage. What is new is news. Frequently, the varied backgrounds of deaf students and the various ways they have overcome this handicap provide good material for human interest stories.

Once the program is underway, there is a photo news potential that should not be overlooked. The filming of an interpreter keeping up with the teacher in a judo class certainly has possibilities for visual presentation on TV.

Among the hearing, no audience is more important to bring on board in fully understanding the program for the deaf than is the one made up of other teachers in the adult program and the members of the staff and governing body of the sponsoring institution.

No one likes to be left out and, even if the majority of the teachers in the adult school will in no way be involved in the program for the deaf, they should still be among the first to know.

The same holds true for the most influential—and the least influential—among the decision makers on the staff of the sponsoring agency. All are entitled to know what is going on. The more they know about the program, the greater is their potential to help the program.

If programs relating to the deaf—but enrolling the hearing—are planned (sign language courses or clinics for parents of deaf children), then some imagination is called for in identifying possible participants. Department stores or large business establishments may be interested in the former and decide it is in their best interest to release an employee for training so that deaf customers may go into the store and find one person who can sign. The staff of the obstetrics department of the hospitals and the pediatricians should be advised of the latter.

Finally, the adult education program's general class announcement that is offered and distributed to the community-at-large should indicate that in those classes (perhaps those indicated by an asterisk or other symbol) an interpreter will be provided and that these classes are therefore open to the hearing impaired.

RID - Registry of Interpreters for the Deaf, Inc.

SAMPLE LETTER AND INFORMATION FORM

Dear Friends:

Are you a hearing-impaired or deaf government worker (Federal, state, city, county)? Do you know other persons who are? Do you need training to help improve your job skills or to help prepare you for a higher skilled position? If you can answer any of these questions YES, then I need your help by completing the enclosed questionnaire and returning it to me as soon as possible.

We are attempting to:

1. Compile a list of the names and addresses of deaf and severely hard of hearing people who work for the many government agencies in the greater Washington, D.C., area.

2. Determine the kinds of work-related training that these persons need.

The U.S. Civil Service Commission has agreed to provide an interpreter for any course it conducts in which five or more deaf and/or hard-of-hearing government employees enroll. All government employees can attend Commission courses, provided their employers will nominate them and pay their tuition. These courses are all conducted during day-time work hours and in Washington, D.C.

The Commission conducts courses in such career areas as clerical and secretarial, budget and accounting, automatic data processing, management analysis, supervisory and managerial, personnel management, labor-management relations, legal and communications. Many separate courses are offered in each area ranging from basic through advanced courses. You can learn more about what courses the Commission provides by checking with your agency's training office.

In answering questions 3. and 4. on the questionnaire, list the kind of training you need which would fall into any of the areas listed above. We will compile this information and work with the Commission to identify those courses for which there is sufficient demand for an interpreter to be provided to meet the needs of severely hard-of-hearing and deaf persons.

To my knowledge, no one has a list of hearing impaired or deaf government workers. I want to make one. Please take a minute to fill out the enclosed questionnaire--it will help the deaf in Washington and we hope, eventually, throughout the country. We are very hopeful that cooperation among the Training Bureau, Gallaudet, the Civil Service Commission and YOU will help decrease underemployment among the deaf in government.

Cordially,

Leon LeBuffe

Leon LeBuffe
Associate Dean

Enclosure

1) Name:_____

Address :_____

_____Phone number_____

2) [ ] I DO work for the government.

[ ] I DO NOT work for the government.

If you DO work for the government, please answer the following:

Government I work for (federal, state, city, county, etc.)_____

Agency or branch_____

My job title_____

My level, or GS grade_____

Briefly describe the work you do_____

_____

3) What training do you need to move up on your job, or to do a better job?

_____

4) Do you know any courses which would help you right now?_____

_____

Whether you work for the government or not, please tell us the names and addresses (if known) of ANY deaf or severely hard-of-hearing person you know who works for any government.

I know the following hearing impaired people who work for a state, city, county or the federal government:

NAME	ADDRESS (if known)	Phone or TTY(if known)

Use back of page if you need more room. Please return this form to the Center for Continuing Education, Gallaudet College, Washington, D.C. 20002. Questions?? Call Leon LeBuffe, 447-0575--voice or TTY. Thank you.

4 finding teachers and interpreters

Growing numbers of deaf adults are participating in integrated programs, i.e., joining regularly scheduled classes for hearing adults, with the addition of interpreters. There are, of course, exceptions. Classes pertaining to special aspects of deafness—programs for parents of deaf children, for example—will attract a large hearing audience. The reverse would be true in a class on dramatics for aspiring deaf actors. Under some circumstances, as will be discussed in the next chapter, deaf students may learn faster if they are taught separately in Adult Basic Education classes. But for the usual run of classes that have been found to be appealing to hearing and deaf alike—Art Workshop to Zoo Watching—there is little or no reason why young and old adults, black and white, men and women, hearing and deaf, should not learn together.

INTEGRATION OR SEGREGATION?

The integrated class can develop in either of two ways. The already existing adult education class for hearing persons can be opened to deaf students as soon as an interpreter and a sufficient number of deaf are enrolled. And it is equally possible to start with a small class of deaf persons and then add hearing students, who learn about the class and want to join in. In the latter situation, if the instructor should be deaf, it may be necessary to add an interpreter to the staff as an aid to the hearing.

But of course, whatever the history, size, or subject taught, the integrated class of hearing and deaf students cannot function without the services of an interpreter.

REGISTRY OF INTERPRETERS FOR THE DEAF

The main source of interpreters is the Registry of Interpreters for the Deaf (RID). Chapters are found in most large communities and there are several state chapters. The RID is a voluntary association of interpreters who have qualified for one or more of four certificates, indicating varying degrees of interpreting proficiency.

The Center for Continuing Education has published a national directory of RID members. A limited number of copies are available to Continuing Education program coordinators.

In general, it is difficult to go wrong when the decision is made to hire a certified RID interpreter. However, even

"...and this is Glen, your new deaf student."

when selecting a certified interpreter, make certain that the candidate will be comfortable in a classroom situation. Assurance must be received by the employing officer that the interpreter can "vocalize" for the hearing students as well as "interpret" for the deaf students. In other words, in a classroom setting, interpretation is a two-way street. Not only must the interpreter be able to accurately transform into signs the words spoken by the instructor, but must also be able to communicate to the hearing students the words either spoken by—or signed by—the deaf students.

CLASS PARTICIPATION BY DEAF STUDENTS

When deaf people participate in a class discussion, they either sign, and then have their signs translated into spoken words by the interpreter, or they, themselves, vocalize their own thoughts.

The degree of oral speech proficiency can range from being completely mute to an ability to speak as clearly and unimpeded as does a fully hearing person. However, it usually takes a while for the unaccustomed ear to follow "deaf speech." It is often a situation not unlike listening to a person speak for whom English is a second or third language.

It is, of course, to the advantage of the speaking deaf student that conditions in the classroom be such that he or she can speak—rather than sign—whenever class participation is in order. It is something like the difference between being able to talk directly to friends seated beside us at a meeting and writing notes to them.

But unless the deaf person speaks very clearly, it will be useful, particularly at first, for the interpreter to vocalize what is being said. (The deaf speaker will sign for himself to communicate to the others in the class who are deaf.)

But whether the deaf students vocalize—or sign—during class discussion periods, the interpreter is obliged to make certain that all in the room understand what is being said or signed.

THE INTERPRETER IS NOT A TEACHER

The interpreter must realize that he or she is an interpreter—not a teacher. If, in a cooking class, the teacher calls for one teaspoonful of baking powder in the biscuit dough—and the interpreter has always had better luck with two—one must remain in the translation.

The interpreter may also be asked to perform a few miscellaneous chores, i.e., following up by teletype (if feasible) when a deaf student is absent, or performing some other service that the hearing, non-signing teacher cannot undertake. If so, this should be carefully thought out ahead of time and made a part of the work contract.

But what if a certified interpreter is not available—what then?

Fortunately, there are many individuals who can perform more than adequately in a classroom setting even though they might not venture to interpret an hour-long speech of a lengthy and technical interview. These people frequently come from families which have a hearing impaired member. They have developed the skill required to facilitate effective communication between the deaf person and other members of the family as well as with a physician, a bill collector, a garage mechanic, or any other hearing, non-signing person. Again, the foreign language analogy is helpful. Obviously, the professional interpreter at the United Nations possesses a range of skills in the speciality of interpretation from one language into another far beyond those of a person who simply has full command of a second language. But, the experience of each one of us

has often demonstrated that if we know no French—and we meet a person who knows no English—a third person who knows both languages can easily and effectively establish the missing communication link.

OTHER SUGGESTIONS ON LOCATING INTERPRETERS

Where will these non-certified interpreters be found? Among other sources is the instructor of the nearest class in sign language. Either present—or more likely, former-students are a potential source of supply. An equally rewarding avenue of inquiry is the deaf social club (or clubs) found in nearly every community. The agencies serving the deaf will also have information on individuals to be considered for employment as interpreters in adult education classes. Some examples:

Establish contact with the Department of Vocational Rehabilitation and with the state employment service. The counselor for the deaf employed by these agencies is aware of those deaf adults who have vocational training and employment needs. He is often aware of the leaders in the deaf community and can help to establish contact with hearing adults who can serve as interpreters.

Make your need known to the superintendent of the state or local school for the deaf. He or she will have information on clubs for the deaf and the names of deaf persons living in your area who may be their graduates.

Seek out professional people working with the deaf, such as speech therapists, teacher trainers, or social workers. Agency personnel in speech and hearing centers, community colleges, and public health offices may be helpful.

Contact the special education department of the public schools. If the community is large enough, there will be special programs for deaf children. A teacher for the deaf may be able to provide a great deal of helpful information.

Check the existing staff of your institution—including administrators, teachers, counselors—who may have had some experience with the problems of deafness. It may well be that one or more has a deaf friend or relative. In such a situation, it is almost a virtual certainty that there will be a

hearing person who can interpret.

WHAT ABOUT COST?

How much should interpreters be paid? The suggested fee schedule of the Registry of Interpreters for the Deaf ranges from $5.00 per hour to $15.00 per hour, depending on proficiency as reflected by the type of certificate held by the interpreter. However, even this, like the fees for adult education instructors, varies from community to community. In the Washington, D.C., area the cost averages $7.50 per hour. A safe rule of thumb may be to equate the fee to what the sponsoring agency pays its teachers of adults. Whether this is a "flat fee" or a "sliding scale," an advisory committee provided with salary information for adult education teachers—and its own knowledge of rates paid for interpretation services in the community—will usually be able to recommend an equitable fee structure.

FUNDS FOR INTERPRETING

Ideally, funds for the payment of interpreters should come out of the regular budget of the sponsoring institution. Deaf people are tax-paying citizens and should not be penalized for having a handicap.

The cost of interpretation to the sponsoring agency will, relatively speaking, be small. If a range of fees from $5.50 to $8.50 an hour can be assumed and, taking $7.00 an hour as an average, the total annual cost for a class meeting two hours each week for two, ten-week semesters would be $280.00. Using this basis of computation, three to four already existing classes could be opened to the hearing impaired for a figure a little below—or a little above—$1,000.00. See Part Two for information on fund raising.

MINIMUM ENROLLMENT FOR INTERPRETING SERVICES

A decision must also be reached as to the minimum number of hearing impaired students to be enrolled in a class before an interpreter is assigned. Some programs may find it possible to supply an interpreter if only one deaf person enrolls in the class, but this is not very good economy when considering support costs per student. A

more common standard is to require that a minimum of three deaf students register for a class before an interpreter is employed.

When one deaf student in a class requests interpreter service, ask that student to recruit two, three, or four more deaf persons to enroll in return for assigning an interpreter. Not only does this ploy make good economic sense; it also builds enrollments.

ASSIGNING INTERPRETERS

When a choice is available of whether to hire interpreter "A" or interpreter "B", the decision should never be made on the basis of cost. Usually the cost differential—if any—between available candidates is so small as not to be a factor. The primary consideration is the ability of the interpreter to function effectively in a classroom setting. Just as a skilled artisan does not necessarily function as an exceptional teacher of his craft, neither can a highly skilled interpreter in a one-to-one setting be automatically assumed to succeed in the group interaction of an adult education class.

As is true in the selection and retention of teachers, some trial and error, an opportunity for systematic training, and a measure of sensitive supervision are all required to help the beginning interpreter in the adult education classroom. Skillful interpreters are no more "born" than are master teachers.

FINDING TEACHERS

Rules vary in schools, cities, and states on who may teach adult classes. Some require certification; others do not. See Chapter 6 which discusses the problem at some length.

For some adult education teachers, the possibility of having deaf persons in their classes for the first time is a frightening prospect. It is hairy enough to a deaf person to enter a classroom full of people unaccustomed to deafness, uncertain of their reaction and uneasy about his/her own participation. Sensitive as the situation is for the deaf person, it may sometimes be even more awkward for the teacher whose understanding of deafness is nil. How will we communicate? Will I have to shout? What do I do when the lights go off for a film showing? Suppose we run a tape

recording, then what? After all, you can't speechread a tape.

In the record of successful experience accumulated so far, there has been little hesitation on the part of experienced teachers to accept deaf students into a class provided several conditions are made clear:

1. The regular program of instruction to which the teacher is already committed can continue. The nonhearing students are not to be considered as the addition of a special problem group to the class. Rather they are to be thought of as a continuation of the range and variety of students the teacher is accustomed to expect with the beginning of each semester.
2. An interpreter will be present in the class whenever necessary.
3. Arrangements will be made for any special environmental accommodations that are required. (Since communication with the hearing impaired is visual, good illumination is required. When motion pictures are shown, provision must be made for light from a lamp or other small light source to fall on the interpreter's hands.)

WHAT TO DO IF THE TEACHER REFUSES

It happens, not often, but it happens. What then?

Forcing the issue makes everyone uncomfortable. Avoid it. Find another section of the same course with a different teacher. Or encourage the prospective student to take something else. Deaf people have had their share of frustrations, and chances are they are more tolerant to aversion than a non-handicapped person.

Another option: Find a new teacher, start a new course.

These precautions may, in a large sense, be overstated, as odds are great against such a possibility as a teacher saying "No!" Teachers, by nature, are responsive to learning needs of all people.

TEACHER ORIENTATION

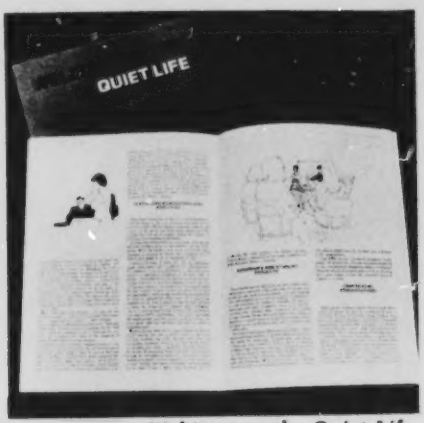
The Center for Continuing Education has prepared a

Teacher Orientation

special publication, Welcome to the Quiet Life, for all teachers having deaf adults in their classes for the first time. Write or call for a copy.

Welcome to the Quiet Life also outlines a plan for teacher orientation meetings. An evening get-together a week before classes begin, with an opportunity for teachers to meet deaf adults and discuss special needs, will go a long way in breaking the ice.

No matter what, each teacher should have an opportunity to learn something about deaf people—a visit with other teachers, or a brief meeting with a prospective student. Starting off on the right foot the first evening of classes is important.



Welcome to the Quiet Life

A.B.E.

5 adult basic education

Why a separate chapter on Adult Basic Education (readin', writin' and 'rithmetic—here-in-after referred to as ABE) and not on all the other groups of classes in which the adult deaf can participate? The answer is found in Chapter 1. It is because of the enormous discrepancy found between the educational attainment statistics for the deaf and those for the hearing. While 75% of the total population have graduated from high school, only one-third of the deaf population has a high school diploma. Only 3% of the total population has not completed the eighth grade. The comparable figure for deaf persons is 28%.

It is not only the lack of educational achievement that sets a sizeable portion of the deaf population apart from its hearing counterpart, but the lingering problem of language mastery. Only a small percentage of deaf adults have actually mastered the English language and can write it like native speakers, and that skill is dependent on such factors as age at which the loss occurred, type and degree of hearing loss, and natural ability.

Since language input is so important in the early years of childhood, any deficits caused by a hearing loss may have devastating and lasting effects on language acquisition. Even after years of schooling, gross errors in English usage remain. Examples of the kind of writing likely to be found among deaf adults who show up for Adult Basic Education classes tell the story:

I going at the keypunch School work August Before year home. I came over the not work child here.

When I was a little boy, I went to the movie and I thought it was sport like a football game but it was shown love story. I felt left out.

Before I cant find the job. But my friend helped me He and I went to the company I got a job. I am hearing of hard.

I just liked to works Keypunch operator. It makes good pay by two weeks and I gets my checkpay by two weeks. Then I am almost break my money for bills too little much.

There are long time ago don't understand talk other people. I'm grow up change mind. I'm can talk people by dont understand me sometime. I'm a my friend want learn sign lang can understand. Write ALL.

Only a small percentage of deaf adults have actually mastered the English language.

My few friends of works went over with me, we wants to Interesting with me for sign language every Tuesday for class at lunchtime. I am teaching us for sign language.

The examples above are verbatim selections from writing samples of deaf adults enrolled in ABE classes in the greater Washington area.

Teaching basic language skills to the deaf adult does require some special understandings beyond those required for teaching under-educated hearing adults (of whom there are currently some 1,000,000 enrolled in ABE classes in the USA).

TOGETHER OR SEPARATE?

Ideally, the ABE class for deaf adults should be separate to allow students to have the necessary attention that focuses on their particular educational needs. This is especially true in the area of English instruction. However, there is another argument in favor of separate classes, and that is the presence of some ABE students who come to class without spoken, written or manual language. Instruction is then very different from that in ABE classes for hearing adults. The teacher, in this instance, will teach a sign language vocabulary to establish communication and build from there the groundwork for literacy training.

The ABE teacher of deaf adults should be able to sign. Use of an interpreter in the ABE setting is not recommended because of the individual attention required in such classes.

Should an interpreter be necessary (in classes where the number of deaf students is too small to justify a separate class), the qualified interpreter can be an asset as an aide to the teacher.

It has been our experience in the Washington area, that students react favorably to a hearing teacher who can sign, and even more favorably to a deaf teacher who can sign. In the past, some students have switched classes and actually driven miles out of their way to go to an ABE class that had a deaf teacher.

TEACHER AIDES

Often the ABE teacher needs help to do a good job. There are many sources within the community where one can look for teacher aides. It is preferable, although not

absolutely necessary, that an aide be skilled in sign language. A first choice would be deaf adults from the community, perhaps Gallaudet graduates, or deaf mothers with families looking for part-time work, or hearing impaired post secondary students. Other resources are hearing parents of deaf children who would like more contact with the adult deaf community, sign language students, agency workers who need to become familiar with deaf people to work more comfortably with them, children of deaf parents—the list goes on.

In the Washington area we have been fortunate enough to find some outstanding aides from the undergraduate student body of Gallaudet and interested professionals in the field who have worked with deaf ABE students on a volunteer basis. Hopefully, when funding is set up for classes, provisions can be made for paraprofessional workers in classes where the enrollment of the class exceeds a manageable number. Where the student/teacher ratio exceeds eight to one, classroom management becomes extremely difficult.

The function of the aide is as an assistant to the teacher. At times aides may be called upon to teach small groups, give individual instruction, or check students' work while the master teacher is working with other students. The presence of the aide allows the teacher to work with maximum flexibility.

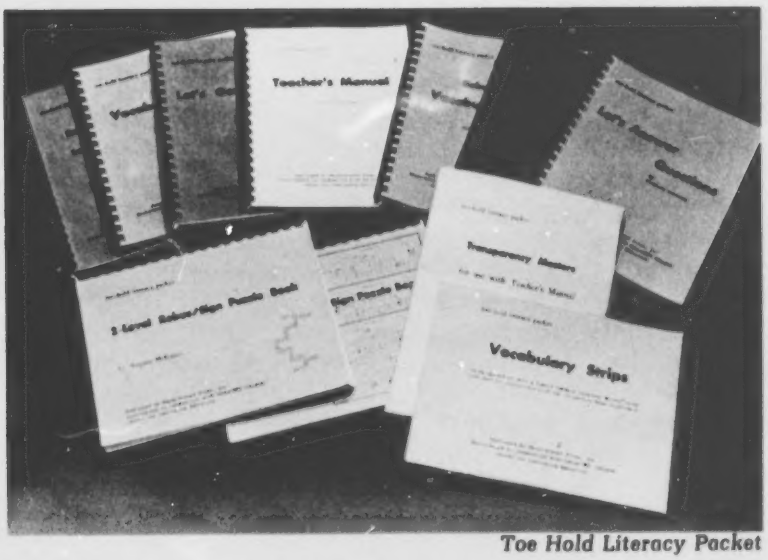
MATERIALS:

The 70's have seen a phenomenal increase in basic reading materials that can sustain an adult's interest level but which are written with a basic vocabulary and employ simple sentence structure.

The Center for Continuing Education constantly reviews this output of new ABE materials, checks with teachers using them, and—on the basis of this information—recommends materials or creates new materials where none exists.

Toe Hold Literacy Packet

The *Toe Hold Literacy Packet* developed by Virginia McKinney in cooperation with the Center for Continuing Education was designed to meet the needs of a special group of ABE adults. It is intended for use in teaching



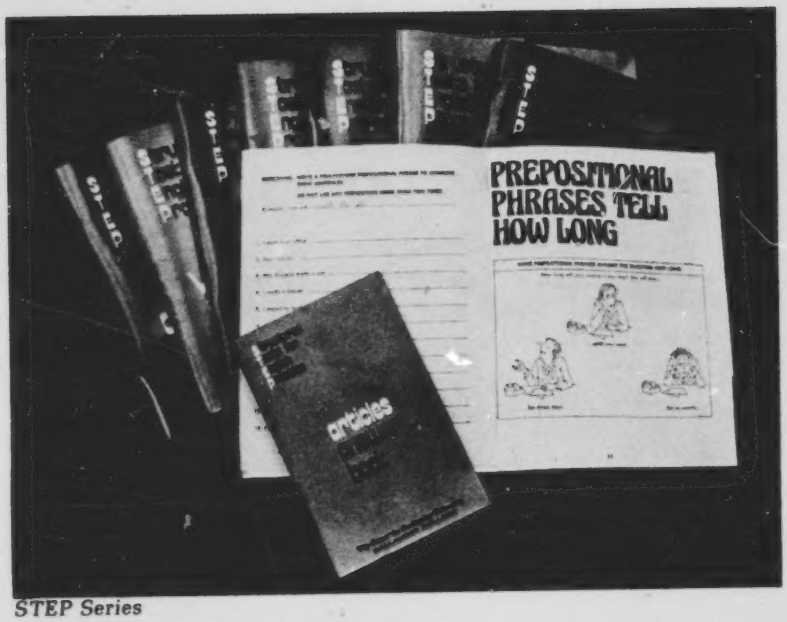
Toe Hold Literacy Packet

communication skills (both sign language and written English) to deaf adolescents and adults with significantly below-average linguistic skills. It stresses mastery of a core vocabulary for reading and spelling and ability to follow commands, generate sentences, and answer questions. A price list and detailed description of the book series can be obtained through the Center or from the distributor:

Photo-School Films, Inc.
3770 Tracy Street
Los Angeles, California 90027

Structured Tasks for English Practice (STEP)

In the making is a whole new series of programmed texts being developed by the Center's staff and designed to teach deaf students how to write better English. The project was launched with an analysis of writing samples of deaf ABE students. The most frequently made mistakes were identified, correctional exercises constructed, and the instructional material arranged in sequential order from the most simple through the most complex. Each workbook focuses on a particular part of English usage—verbs, articles, prepositions, for example. By being "programmed" a student can begin using the material at his or her level of



STEP Series

readiness and, should a class session or two be missed, can easily pick it up upon return.

Teachers or administrators wishing to try out the materials should write to the Center for further information.

English as a Second Language (ESL)

Imagine a class of students from a foreign country all eager to learn the English language. Although they can comprehend all that is said to them if addressed in their mother tongue, they will not understand a word of spoken or written English. As they begin to learn the new language, spelling and pronunciation will present the greatest difficulties to many of the students.

The parallel to a class of deaf students is obvious: when addressed in sign language they will understand; but, because sign language has a different structure from English, if it is translated sign for word into writing, the resulting written English will seem strange. What is written is not correct English and it takes constant practice and drill to be able to produce correct English syntax.

But it can be done. Capitalizing on the techniques

developed for teaching English to the foreign born, the staff at the Tutorial Center at Gallaudet College has developed a methodology for teaching English to deaf persons,as though it were a foreign language.The emphasis is not on basic literacy skills but direct attack on perfecting English usage.

Training sessions on the use of the method are offered regularly at Gallaudet College during the summer months. ***Provided sufficient enrollment can be secured, the staff of the Center for Continuing Education will offer ABE training programs anywhere in the United States at a mutually convenient time.***

ABE Texts

Every school system has a library of ABE texts (mathematics, English, consumer education) that can be used in the ABE class for deaf adults although the books were probably designed for hearing adults. The imaginative teacher can select all or part of these texts and adapt them for use in the ABE class for deaf people. It has been our experience that math books can be used without much, if any, adaptation. For lower level students, the teacher may have to use very basic texts or pamphlets on counting money, measuring, or just plain counting.

The following selected resources have been used most extensively in our program in Washington. The many supplemental texts that have been used are not mentioned, but additional information is available from the Center.

USEFUL MATERIALS FOR ABE CLASSES

LITERACY TRAINING

Toe Hold Literacy Packet Photo-School Films, Inc. 3770 Tracy Street Los Angeles, California 90027	Beginning instruction in written English and sign language for deaf adults who have little or no language skills; ten book series.

LOW LEVEL, HIGH INTEREST READING AND ENGLISH INSTRUCTION

The Language of Life Interstate Printers and Publishers, Inc. Jackson at Van Buren Danville, Illinois 61832	A language and life skills workbook for deaf teenagers and young adults. Reading vocabulary, English idioms are stressed.
Steck-Vaughn Company P.O. Box 20208 Vaughn Building Austin, Texas 78767	English workbooks available for the older student; adaptable for use with deaf adults.
Ladder Series Center for Continuing Education Gallaudet College Kendall Green Washington, D.C. 20002	High-interest, controlled vocabulary books designed for English as a second language students; Ladder dictionary available; 97 books, 25¢ per copy.
STEP Series Center for Continuing Education Gallaudet College Kendall Green Washington, D.C. 20002	English workbooks concentrating on the parts of speech (verbs, prepositions, etc.) that deaf adults often use incorrectly in their written language.
New Readers Press Laubach Literacy, Inc. Box 131 Syracuse, New York 13210	Adult reading materials (consumer education and life skills). "Be Informed" series of pamphlets and "News for You," an adult newspaper, are especially helpful.

ENGLISH AS A SECOND LANGUAGE INSTRUCTION FOR DEAF ADULTS

Tutorial Center Materials Center for Continuing Education Gallaudet College Kendall Green Washington, D.C. 20002	Intensive English instruction designed for and tested with deaf students;sample lessons, exercises are included which the teacher can copy for classroom use.

Modern American English Series (1-5) By R. J. Dixson Regents Publishing Co. Two Park Avenue New York, New York 10016	E.S.L. workbooks adaptable for use with deaf adults; pattern practice, fundamentals of English.

MATHEMATICS INSTRUCTION

Understanding Mathematics Experimental Edition Center for Continuing Education Gallaudet College Washington, D.C. 20002	Programmed soft-bound texts from beginning math, money and measurements to fundamentals of new math.

LIFE COPING SKILLS

Guide to the Community Elwyn Institute Elwyn, Pennsylvania 19063	Teacher guided series on "Earning and Spending Your Money," "Tax and Insurance Facts," "Coping with Problems of Daily Living."

COMMUNICATION SKILLS; SIGN LANGUAGE

A Basic Course in Manual Communication National Association of the Deaf 814 Thayer Avenue Silver Spring, Md. 20910	A basic text for adults who have minimal sign language skills.

RESOURCES AND MATERIALS

Free and Inexpensive Learning Materials 19th Edition—1976 Division of Surveys and Field Services George Peabody College for Teachers Nashville, Tennessee 37203	Pamphlets and books on a wide variety of practical and academic subjects. $3.50 per copy.

COUNSELING SERVICES

In setting up ABE classes the first consideration is, and should be, academics—curriculum, selection of materials, teaching methods. However, we have found that many deaf adults also have other needs, in addition to their educational goals. The ABE teacher is, in many instances, asked to be a counselor. The problems faced by the deaf ABE student who is likely to be uneducated, underemployed, and overlooked by community service agencies, are sometimes overwhelming enough to ruin his drive for more education, and may force him to drop from the program.

To eliminate the added responsibility of counseling from the teacher we have tried wherever possible to have an ABE counselor available. In 1974, Prince George's County Public Schools in Maryland became the first system to hire a deaf counselor for ABE students. Some of the counseling areas she worked with were:

Job-Related Problems
Personal Problems
Life Coping Skills

Educational Counseling
Immigration
Legal and Medical Referrals

6 getting advice

Much of the present vitality of adult education springs from the fact that it has kept in touch with its clientele through various combinations of formal and informal citizen groups. The advisory committee, until recently an unknown commodity in the elementary or secondary school or university context (now a requirement under some federally financed programs), has long been a fixture of both general and vocational adult education programs.

THE ADVISORY GROUP

A properly functioning advisory group represents additional eyes and ears for the director and can bring much accumulated wisdom to the solution of recurring problems.

An advisory committee on adult education for the deaf should include hearing and deaf persons alike and include representatives of the major organizations, agencies and institutions with an interest in deaf adults. A partial list of organizations, institutions, and agencies that might be invited to have membership on the committee would include the following:

1. *Local associations and clubs with an exclusively hearing impaired membership.*
2. *Other educational institutions offering adult education programs.*
3. *Schools for the deaf.*
4. *Division of Vocational Rehabilitation.* An agency of the U.S. Department of Health, Education and Welfare with regional and district offices within every state.
5. *Cooperative Extension Services.* Cooperative Extension offices, set up by the U.S. Department of Agriculture, are found in most counties with state or regional offices at state universities. Their programs, largely in the area of consumer education, are free. They offer a wealth of worthwhile and timely services, a boon to adult education.
6. *Federal Employment Service.* An agency of the U.S. Department of Labor with local offices in most communities.
7. *Social Security Administration.* An agency of the U.S. Department of Health, Education and Welfare. Local offices in most communities. *Note:* Telephone numbers for Vocational Rehabilitation and Employment Security will usually be found in the alphabetical section of the telephone directory under the name of the state. Social Security numbers are usually listed under "U.S. Government."
8. *Welfare agencies.* Again, there are many public and private agencies. For a starter, call the headquarters office of the United Givers Fund (or Council or Social Agencies or other comparable campaign or coordinating group).
9. *Voluntary organizations.* The list is endless. The trick is to find those that already have an interest in services for the deaf. In many communities, the Goodwill Industries has special projects for the deaf. Chapters of the American Red Cross make an effort to provide interpreters for classes presented in local communities. Identifying one potentially helpful voluntary organization will invariably lead to

learning about other organizations that can also be of service. Quota International or Lions Clubs, particularly, are active in this area.

10. *Religious groups.*

The above list is intended to do no more than serve as a starting point. Communities differ, agencies differ, and the people who run them or work in them differ. Some of the leads cited above may prove to be blind alleys. In other communities there may be easily recognizable services for the deaf not even remotely suggested above.

Since there is no tried and true formula for instantaneous selection of advisory committee members, the best advice is to start with a few obviously concerned and interested individuals and then add members as the need arises.

Since the care and feeding of advisory committees is a subject unto itself, only a few general principles can be given here:

1. Don't overload the committee with deaf persons. On the other hand, make certain that leaders of the deaf community, as perceived by the deaf themselves, are on the committee.
2. Don't fail to include appropriate staff or governance from the institution setting up the program. The adult education administrator is going to need all the help he can get from within his own institution.
3. Make it clear from the beginning that the function of the committee is to advise—not to generate policy.
4. Don't alienate or fail to make full use of any other advisory committee the program may already have established. If useful to do so, establish the advisory committee on deaf education as a subcommittee of a more general advisory body.

When formed into a functioning advisory committee, substantial and systematic help can be secured from key resource personnel. Granted, there are peculiar institutional and administrative problems they cannot solve and should not be asked to work on. On the other hand, their willingness—and ability—to help on a wide range of topics should never be underestimated.

7 threading through the administrative labyrinth

PLANNING AND MANAGEMENT

Leon LeBuffe

This section reviews briefly the necessary steps in planning, implementing, and administrating educational programs for deaf adults. It was prepared by Dr. Leon LeBuffe, Associate Dean of the Center for Continuing Education.

Program management is not a volunteer's job!

If a school for the deaf, community college, or other agency wants to have an adult education program for deaf people, it is essential that one professional level person be appointed to plan and to administer the program, and that he or she be free to devote at least half of his or her time to the program for the deaf. Establishing and directing a continuing education program for deaf people takes a lot of time—especially in the beginning. Volunteers can help, and teachers can teach in the evenings, but even a modest sized program demands the attention of one professional person in order to succeed. After one person has been made responsible for the adult education program for the hearing impaired, planning the program can proceed.

Four steps in planning

Planning involves four large steps. ***The first and absolutely crucial step is to figure out what adult education activities and classes deaf people in your area want and need.***

The Center for Continuing Education demonstrated one very good way—the use of the Phi Delta Kappa needs assessment package with many groups around the U.S. I urge you to use this needs assessment to help you get started. In addition, you ought to contact Vocational Rehabilitation Agencies, Goodwill Industries, and similar organizations which work with the deaf to see if they have special needs which they can't meet. You have to be a little careful with the agencies—you don't want them to think you're trying to do their jobs. Also, you don't want to burden yourself with trying to do what they should. However, you might well find that you have the flexibility to do some necessary and worthwhile activities which the agencies can't. You might especially find a need for Adult Basic Education (readin', writin', and 'rithmetic) which the VR Agency or Goodwill Industries can't meet. Possibly, you will find also that your local school districts have the funds and maybe even the teachers to teach deaf people in the ABE area, but are not aware of the need. You can put the agencies together with the schools. We have many VR-referred ABE students in ABE classes paid for by school districts, and cosponsored by Gallaudet and the public schools.

After you have one or two semesters of experience under your belt, you can wean yourself from the needs assessment. You will be getting constant evaluations from your students, and you should develop a good feel for what is needed and wanted in the deaf community. To make sure that you're not the only one feeling your feel, however, there ought to be frequent contact with your students, and possibly an annual or semi-annual meeting to brainstorm. Dropping in on deaf club activities (make sure you're welcome first) is another good way to keep current with needs and desires.

Step number two is to translate needs and desires into courses. This is usually an exercise in going from the general to the specific. There are two ways to get your courses: plug into existing courses, or create your own. "Plugging in" involves getting lists of courses offered by community colleges, school districts, individual schools, private colleges and universities, your local Cooperative Extension Services (every county in the U.S. has one), public health

agencies, private businesses (e.g., photography and many more), local park and recreation centers, churches, YMCA's, the Red Cross,and a few score more. There are an awful lot of courses in most places. In the Washington, D.C.,area there are something like 3,000 adult education courses per year. This number includes hundreds—maybe one thousand—one or two night sessions run by the Red Cross, the Y's, and Cooperative Extension. Ninety percent or more of these courses should be low cost, no credit and have no prerequisites. Make a list of an ideal program of courses and then go get it. A cautionary note here: don't try to do everything at once, especially if you are just getting started. Pick a handful of courses that are sure to attract, and build up to larger and possibly more important courses; start with TTY Repair, Cake Decorating, and Indoor Plant Care, for example, and build up to job counseling, handling teenagers, and preparing for the Civil Service exam.

Most school systems, community colleges, and other educational agencies will be quite open to having deaf students in their classes. There are several reasons for this openness: people are genuinely interested in helping out, and/or they are fascinated by the sign language angle, and/or they are anxious to raise their own enrollments to help them justify their program to the school board or whatever specter hangs over their heads. I've never met a school person who wasn't at least willing to sit down and talk about including deaf persons in his program, and most agency people are also open. Businesses are a resource that should not be overlooked. You can have classes at a sewing machine or material store, bike repair at a bike shop, indoor plants at a plant shop, and so forth. You should be able to get two or more of the courses you want from existing programs. You will then want to enroll students, collect fees, forward fees on to the correct school or agency and send an interpreter. My co-worker, Lillian Bishop-Holt, describes these steps in clear detail in this section. Also included are all necessary forms. Feel free to plagiarize. As you contact schools and agencies try hard to get them (especially public school systems) to pick up the cost of interpreters. Point out to them that deaf people are tax-paying citizens who should not be denied access to

public service (education) because of a handicapping condition. We don't ask orthopedically handicapped people to pay for ramps. Interpreters' cost will be a very small cost, relatively speaking, for a school district—less than $1,000 per year in most cases. Don't expect to get a quick "yes," though. Many schools and agencies are locked into budgets written years ago. If you get a "no" for now, try to get a "yes" for later; that is, try to get the school people to go to the board now and get a new item—interpreters—in the next budget. Then, if you don't have money for interpreters yourself, hit the Lion's Club trail. If you have a "yes" for the future, civic clubs and local, small foundations, businesses and/or wealthy individuals may be found who will tide you over.

Now let's suppose you've got most of your courses lined up. You've taken the demand for automobile repair which turned up on your needs assessment and translated it into the popular "Automobile Consumer Protection" at the local community college; the need shown for "art" has been partially met by courses in Stained Glass and Macrame, and so forth. You have two Adult Basic Education courses running, one at your school or agency and one in cooperation with Goodwill Industries. You have five courses all together, in your imaginary first semester—four run in cooperation with others and one which you are sponsoring yourself. The course you're running yourself is paying for itself through fees. (Adult education teachers, by the way, work for love, not money. The going rate is $8 to $10 per classroom hour; in many parts of the country, interpreters are paid as much.)

Step number three consists of aiding your teachers and supervising on a day-to-day basis. Early in the semester possibly even before classes start, try to have a teachers or teacher-and-interpreters meeting. Mail out copies of *Welcome to the Quiet Life* (by Bob Luke and Linda Donnels) before the meeting and ask people to peruse it. Then, have a discussion meeting. A dinner format is nice if you have the budget. If you are or near a school for the deaf, have some of the students or staff provide a little entertainment—a few skits, or some signed songs, for example. Try to have a special meeting, or a series of them for your Adult Basic Education teachers. These people

have a tough job, and the more help you can give them the better.

With your program off the ground, your job becomes one of supervising and making sure that things run as smoothly as possible. You should collect school calendars from your cooperating schools and agencies. You need these calendars to find out when the evening school has or does not have holidays. (For example, Columbus Day is now the second Monday in October—is that a night school holiday in your area?) Try not to panic the first time the interpreter does not show up or your students arrive to find the building locked. These things may happen no matter how careful you are—at least they happen to us and we try to be careful. When there is a foul-up, try to figure out what happened and why, then get on the TTY and explain to your students, while reassuring them that the show will go on. Try to visit each of your courses once early in the semester. This is a good way to get to know people and to see what's really happening. Don't "over-visit," though. You don't want teachers and others to think that you are interfering.

Step four–the last big job of the semester–is evaluating your courses (see form at end of chapter). Evaluation is crucial; you must know how your students rated their class, their teacher, and their interpreter. It is especially important to get good evaluations for the first few semesters: evaluations are as important as any other component in building a strong, permanent program. And, it is always important to get just as high a rate of return as possible. Those who don't take the time to fill out the mail evaluation are likely to be just the people who got the most or the least from the course. If at all possible, visit the class on the last or second to the last meeting and get returns in person. Share your evaluation information with your teachers and interpreters.

All of the above, of course, assumes that you are starting from scratch. If you are not, or after you have a semester or two under your belt, you can start thinking bigger. What needs do deaf people in your area have which transcend the "Adult Education" area, as normally understood, and which you might be able to meet? What about jobs and vocational training? Vocational Rehabilitation activities

vary in scope and quality from county to county, but often VR provides initial training and placement then leaves a person on his/her own. Are blue and white collar deaf workers in your area not advancing on the job because they do not have access to training programs? Can you somehow provide job upgrading training for the deaf? Are deaf parents cut off from family counseling or public health services? Can you help? What about deaf women who want to return to the job after 12 years of raising a family? Could you provide counseling, or training, or placement? In other words, can you become an ombudsman and a major resource for your deaf community? That's a big job, but it can be done.

And if the Gallaudet Center for Continuing Education can help in any way, just give us a call, collect.

PROCEDURES AND RECORD KEEPING

Lillian Bishop-Holt

Ms. Lillian Bishop-Holt, administrative secretary for the Washington area Demonstration Program, offers some advice on registration procedures. Samples of forms used in registration, attendance, evaluation, etc., are included. You may copy or modify any of these for your own program.

After the brochures are mailed, and our binder which holds the class enrollment data sheets is ready, we are all set for registration!

Imagine that today we received our first group of registration forms and checks. We would like to share with you our basic registration procedures:

1. For each class a participant enrolls in that involves a fee, a cash receipt is written, including the name of the student, amount of tuition paid, name of class the student is enrolling in, registrar's signature, and date. A portion of each receipt is then mailed to the enrollees to serve as proof of payment for the classes. See a copy of our Cash Receipt Form at the end of this chapter.

2. Enter the enrollee's name, address, phone number(s), the date, and the receipt number on the class's Student Enrollment Data Sheet in the binder. All of this information can be obtained from the registration form

and the cash receipt. (See copy of our Student Enrollment Data Sheet at the end of this chapter.)

3. At the end of the registration period, contact the cosponsors informing them of the number of deaf students in each class. Payment of fees collected should be forwarded to the cosponsors within two weeks after the close of registration.

4. Assign an interpreter to each class. Write a letter to the interpreters confirming the assignment and the rate of pay per hour. (See a sample letter at the end of this chapter.)

5. Interpreters assigned to continuing education classes are given the responsibility of keeping records of attendance. We supply the interpreter with an attendance sheet listing the names of the students, and at the end of the last session, this form is mailed back to the Center for our use when evaluating the class. (See copy of an attendance sheet at the end of this chapter.)

6. After classes start, we bring our "Student Record Card File" up to date by checking the information we have about a student against the information the enrollee supplied us on the registration form. This is a good way to keep track of address and telephone changes. Also the Student Record Card helps us judge student interest. (See Student Record Card at the end of this chapter.)

7. The classes are finished and we are curious as to how the student felt about the classes, the teachers, and especially the interpreters. We also want to know the kinds of "Class Evaluation Form." (See the Class Evaluation Form at the end of this chapter.)

8. Information received on the evaluation forms is transferred to the Student Record Card. (See sample at end of this chapter.)

9. At the completion of classes, we are also interested in evaluating the program for that semester. With the data supplied to us by the students on the evaluation forms and the class attendance sheet, we compile all information to obtain such facts as: average attendance, per cent of questionnaires returned, class, teacher, and interpreter ratings. (See "Statistics for the Semester" at the end of this chapter.)

We hope these procedures can serve as a guideline or a check list to aid you with registration. However, if you have a question or problem, please feel free to contact Dr. Leon LeBuffe or Ms. Lillian Bishop-Holt. Our mailing address is: Center for Continuing Education, Gallaudet College, College Hall, Kendall Green, Washington, D.C. 20002. Our telephone number is (202) 447-0575.

RULES AND REGULATIONS: Working with and around them

Traditionally, adult schools have been freer of administrative red-tape than their "day-time" or regular school counterparts. If a teacher is ill, he or she can often find ingenious ways of keeping the class going without having to depend on a stranger selected from a certified substitute list. Reasonably small classes are the rule rather than the exception in most adult programs, and absolute district-line boundaries are not always observed absolutely.

Still, there is an administrative regimen that has to be observed. Registration forms have to be filled out, minimum enrollments maintained, teachers paid, and those classrooms that are shared with another teacher left in responsible order before the adult education class adjourns.

Certification of teachers

In all 50 states of the United States, teachers must be licensed by the state to teach in the regularly established public elementary-secondary schools. In only one state are teachers in community colleges required to be licensed and in about half the states teachers in private elementary-secondary schools must be certified.

In a report on *Certification Requirements for Adult Educators,* published by the National Association for Public Continuing and Adult Education (NAPCAE), 19 states (Alaska, Arizona, Arkansas, California, Connecticut, Florida, Hawaii, Iowa, Maine, Michigan, Minnesota, Missouri, Nevada, New Mexico, New York, Washington, West Virginia, Wisconsin, and Wyoming) said they have special certification plans for adult education teachers. Some of the information was as general as " 'yes' response, but not

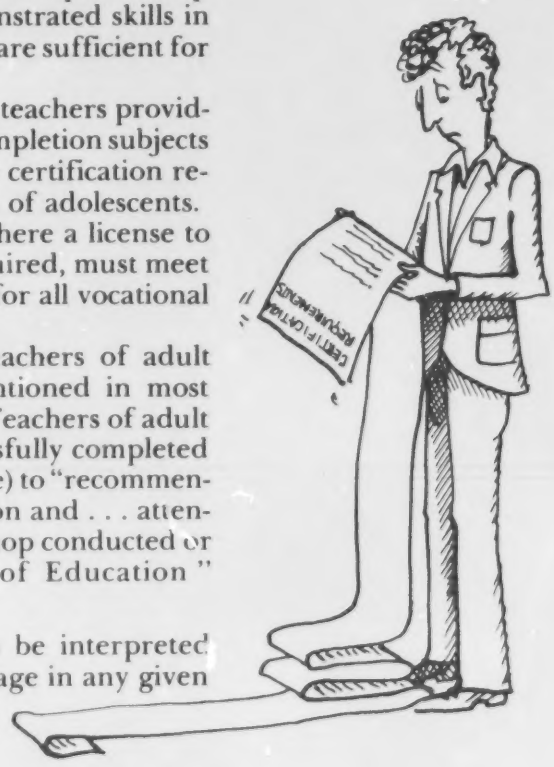
clarified." For less than 10 states, the information was relatively specific but suggested no clear pattern or trend. In

Personnel in the United States, published by the National Education Association (NEA), 11 states reported having special certification plans for adults (12 were reported in the 1970 edition). In both the NAPCAE and NEA statements, the information provided is fragmentary and there is not much readily apparent consistency between the two.

Despite the limited and, at times, contradictory nature of the overall information currently available, some generalizations can be drawn.

1. Few states have specific certification standards for teachers of adults. (It is not unusual, however, to find rigid requirements for teachers in community colleges and universities. Montgomery College in the Washington-Maryland suburbs requires a masters degree and approval of an academic department for teaching in the Continuing Education program. But for programs under the sponsorship of public schools in the same area, demonstrated skills in teaching and knowledge of subject matter are sufficient for teaching contracts.)
2. In general, it is safe to assume that teachers providing instructions to adults in high school completion subjects leading to a diploma must meet the same certification requirements as those expected of teachers of adolescents.
3. Teachers of vocational subjects, where a license to practice a specific trade or vocation is required, must meet the standards for instruction established for all vocational teachers.
4. Certification requirements for teachers of adult basic education are not specifically mentioned in most states. Where they are they range from "Teachers of adult basic education subjects shall have successfully completed 32 semesters of college work. . ." (Delaware) to "recommendation from the local school administration and . . . attendance at a pre-service or in-service workshop conducted or sponsored by the State Department of Education" (Missouri).

Any certification standard tends to be interpreted more liberally in times of a teacher shortage in any given



field or area than during a teacher surplus. Also, provision for emergency certificates or temporary certificates exists in most states. Their availability will seldom be denied if adequate proof is presented showing the absence of certified personnel to meet a clearly defined instructional need for which competent, uncertified personnel is available. This means that in those relatively infrequent circumstances where (say) a teacher who can use sign language is required to teach a class of deaf adults because no certified teacher is available who can sign a temporary or emergency certification can usually be secured.

Eight states require auxiliary personnel (teacher aide) to have a certificate, but in neither of the studies listed is any reference made to interpreters for the deaf as requiring any form of certification.

Because each state does its own certification of teachers, the only one sure source of information is to address an inquiry to the State Certification Officer in care of the specific State Department of Education for which the information is required.

Making exceptions

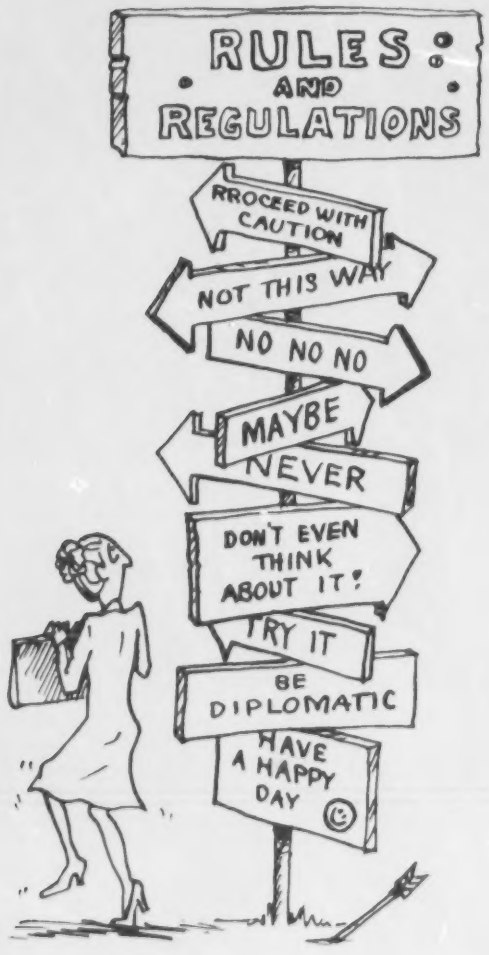
Good administrators are the first to admit that every rule has its exception—and that there are ways to short-cut red tape. Sometimes changing the title of a class from Adult Basic Education to Sign Language—or vice versa—will open up sources of funds that would otherwise be unavailable.

If there is no provision for hiring "interpreters," but there is for "teacher aides"—well, what's in a name? If it's more convenient for a class in TTY repair to be held at a machine shop rather than in a school building, but insurance or other protections the school has for its faculty and students cannot be easily extended to cover the different location, try a little bleeding heart in encouraging the school administration to seek to extend its coverage.

Supposing a class requiring a minimum of 15 enrollees gets only 13 registrants including the minimum number of three deaf persons, you might ask for approval of the class as a demonstration program—or whatever other kinds of classes can be granted exceptions.

But, these tricks of the trade are well known to success-

ful administrators everywhere. Where there is a will, there is a way. And, where there is a will to help an adult education program for deaf adults succeed, the most conventional guardians of the rules have usually been known to find a way.



Where there's a will, there's a way!

SAMPLE CASH RECEIPT

7th STREET & FLORIDA AVE., NE **GALLAUDET COLLEGE** WASHINGTON, D.C. 20002

CASH RECEIPT

57300

RECEIVED from _____ $ _____

_____ _____ **Dollars**

Account Name _____

Account Number ( ) _____ Sub. Acct. No. _____

PAYOR

Remarks: _____

_____

_____

Received by _____ Date _____

SAMPLE RECORD CARD

(side one)

STUDENT RECORD CARD

NAME _____ ADDRESS _____

CITY _____ County _____ STATE _____ Zip _____ Phone _____

Wife/husband _____ Birthdate _____ Gallaudet faculty or staff _____

Education _____ Type of school attended _____

Occupation _____ Place of work _____

Interests: _____

_____

_____

Comments: _____

_____

_____

_____

(side two)

CLASS or ACTIVITY	SEM	attendance	dropout	questionnaire: *sent*	questionnaire: *received*	how learned about class	class rating	satisfaction

SAMPLE STUDENT ENROLLMENT DATA SHEET

STUDENT ENROLLMENT DATA SHEET

CLASS/ACTIVITY _____

1st Class _____ Last Class _____ # of Sessions _____

Time _____ Place _____

Teacher _____ Interpreter _____

Cost of class: _____ Account # _____

Date	Receipt #	Participant's Name	Address	Phone #(s)

Total Number this page _____

SAMPLE LETTER TO INTERPRETER

CENTER FOR
CONTINUING EDUCATION

GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

September 21, 1974

Ms. Virginia Lewis
1720 Leisure Way
Crofton, Maryland 21112

Dear Ms. Lewis:

This letter is to confirm your interpreting assignment at the rate of $7.50 per hour for the following class:

name: Around the World in Five Dishes
location: Bladensburg Senior High School
Home Economics Kitchen
56th Avenue and Tilden Road
Bladensburg, Maryland
date: beginning October 2, 1974
(for 5 Tuesdays)
time: 7:00 - 9:30

In the event you are unable to meet with your class at the scheduled time, we would appreciate any arrangements you can make for a substitute interpreter to take your place. If you find that you are unable to do so, please let us know well in advance of the class time.

In order to ensure prompt mailing of your paycheck each pay period, we are enclosing a form which provides for direct delivery of your payroll checks. Please fill it out and return it to us as soon as possible.

Payroll checks are issued twice monthly and in order for you to be paid correctly and promptly for your work each pay period, we are asking that you call the Demonstration Program (447-0575) by 5:00 PM on the days noted on the form attached to this letter.

We regret that we will be unable to call and ask you for the number of hours you have worked due to the large number of teachers and interpreters involved in the program.

This year we are asking our interpreters to be responsible for recording the attendance of deaf participants. We are enclosing attendance forms which list the students who have registered for Around the World in Five Dishes. Attendance should be recorded each week on this form and the names of those persons who are absent should be listed on the post cards. Please mail the post cards to the Center for Continuing Education at the end of each session and the attendance form at the end of the fifth session.

If you have any questions, please do not hesitate to give us a call. And again - welcome aboard!

Sincerely yours,

Leon LeBuffe
Associate Dean of Continuing Education

SAMPLE ATTENDANCE SHEET

Weekly attendance should be recorded by teachers and participant absences indicated on the forms provided for this purpose. At the end of the _____ session, please return this form to:

Demonstration Program
Center for Continuing Education
Gallaudet College
7th and Florida Avenue, N. E.
Washington, D. C.
20002

	SESSIONS											
	1	2	3	4	5	6	7	8	9	10	11	12
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												
_____												

CLASS/ACTIVITY INFORMATION

Name of class/activity: _____

Place of class/activity: _____

Starting date _____ Number of sessions _____

Time of class/activity: _____ Teacher: _____

Interpreter _____ Total number of participants _____

_____

Form completed by

SAMPLE CLASS EVALUATION FORM

GALLAUDET COLLEGE - CENTER FOR CONTINUING EDUCATION

Name_____ Date_____

Address_____
(No. and Street) (City) (State) (Zip Code)

Home Telephone/TTY Number_____ Work Telephone Number_____

Name of Class_____ Teacher_____

CLASS TIME and ROOM

	Too Long	About Right	Too Short
1. How was the length of the class(es)?			
2. Was there enough lecture time?			
3. Was there enough time for questions?			

4. Was the room ( ) nice and comfortable ( ) OK ( ) Poor

TEACHER

	Excellent	Good	Fair	Poor
1. Was the teacher well prepared?				
2. Did the teacher seem to know the subject?				
3. Did the teacher have a good attitude?				
4. Did the teacher encourage questions?				
5. Did the teacher answer questions clearly?				
6. Did the teacher use good explanations?				
7. Did the teacher use good handouts, film, etc.?				

INTERPRETER

	Usually	Sometimes	Never
1. Did the interpreter keep up with the teacher?			
2. Was the signing/fingerspelling clear?			
3. Was the signing/fingerspelling the right speed?			
4. Were your questions/comments reverse interpreted?			
5. Did the interpreter repeat your questions?			
6. Did the interpreter have a good attitude?			

OVER-ALL EVALUATION

	Excellent	Good	Fair	Poor
1. Rate this class				
2. Rate your teacher				
3. Rate your interpreter				

	YES	NO	If YES, comment:
4. Were there things about the class that you did not like?			
5. Do you feel the interpreter should improve? In what ways?			
6. Will this class help you on your job?			
7. Would you like to take another continuing education class?			
8. Are there other comments that you would like to make?			

Statistics for Fall 1973

CLASS	TOTAL ENROLL	AVERAGE ATTEND. #	%	QUES. RETURNED #	%	CLASS SATIS-FACTION Ave.	St. Dev.	CLASS RATING Ave.	St. Dev.	TEACHER RATING Ave.	St. Dev.	INTERPRETER RATING Ave.	St. Dev.
Advanced Auto Mechanics	8	6.5	82.0	5	62.5	3.40	.55	3.60	.55	3.76	.43	N/A	N/A
Around the World in Five Dishes	10	8.1	81.0	5	50.0	3.25	.50	3.50	.58	3.52	.50	4.00	.00
Basic Rifle Marksmanship	6	5.7	95.8	4	67.0	3.75	.50	3.75	.50	4.00	.00	3.50	.58
Belly Dancing	8	4.9	62.0	5	62.5	3.75	.50	3.25	.50	3.45	.53	2.88	.53
Candlemaking	13	10.0	77.0	11	85.0	2.81	.87	2.90	.54	3.59	.37	N/A	N/A
Ceramics	9	6.3	70.0	5	56.0	3.40	.55	3.60	.55	3.80	.28	3.60	.38
Diet Workshop	26	22.6	87.2	20	77.0	3.50	.48	3.60	.50	3.46	.36	N/A	N/A
Everyday Chemistry	6	5.8	97.0	5	83.3	3.80	.45	3.60	.55	4.00	.00	N/A	N/A
Freezer Cooking	3	3.0	100.0	3	100.0	3.66	.58	3.33	.58	3.73	.31	3.41	.38
How to Make Pressed Flower Pictures	7	7.0	100.0	6	85.7	4.00	.00	3.83	.41	3.85	.23	N/A	N/A
Karate	14	11.6	83.0	10	71.4	3.50	.53	3.50	.53	3.56	.52	3.72	.32
Knitting and Crocheting	13	9.8	75.9	10	77.0	2.90	.74	2.80	.63	3.58	.50	N/A	N/A
I'm Ok - You're Ok	3	1.9	65.0	2	67.0	2.50	.71	2.50	.71	3.10	.14	2.87	.18
Instant Decoupage	4	3.2	80.0	--	--	--	--	--	--	--	--	--	--
Leadership Workshop	27	24.3	90.0	--	--	--	--	--	--	--	--	--	--
Senators and Congressmen on Issues	3	2.0	67.0	3	100.0	4.00	.00	4.00	.00	4.00	.00	4.00	.00
Typing	4	3.0	77.0	3	75.0	3.33	.58	3.00	.00	3.27	.64	3.50	.43
Wallpaper Hanging	23	20.4	89.0	18	78.2	3.40	.51	3.66	.49	3.69	.47	3.61	.50

Totals:
Total number of questionnaires sent - 183
Total number of questionnaires returned - 115
Total return as % of sent - 63%
Average % return -70.4%
Average % of attendance of all classes 82.2%
Average class satisfaction - 3.43
Average class rating - 3.40
Average teaching rating 3.65
Average interpreter rating - 3.65

Note: -- means no information available
N/A means Not Applicable

8 be prepared! or ... forewarned is forearmed!

One of the first issues to be faced in establishing continuing education opportunities for deaf adults is the question of, "Who will pay the bill?" In fact, locating the necessary resources to get your program off the ground and to maintain it once under way, is the linchpin on which hangs the success of your efforts. Without support there is no program.

Whether your program is small or large, whether your need for money is to be counted in the 10's or 1,000's of dollars, the funding process is much the same, differing in degree rather than in kind. No matter how modest the program and its needs, every director or coordinator has access in some degree or another to the same general RESOURCE areas, ever one must meet certain broad REQUIREMENTS in seeking support, and all face a similar array of PROBLEMS.

This guide is designed to acquaint you with the various resources for support which exist and ways to approach them, to help you meet the broad general requirements present in every request for money, and to prepare you for the problems which lie in wait for you on the road to success.

Support is a patchwork quilt. More than money alone, support is place, services, materials, and the commitment and involvement of people. Indeed, many sources who are unable to give dollars will be more than willing to contribute in other ways. Very likely the support necessary for your program, no matter how modest, will come in several forms from more than one source. Each of these sources will have slightly differing interests and goals, but they can be utilized to the benefit of deaf adults. Each source will need to be individually tapped by you and put together in an unique pattern to meet the needs of your particular local situation. No master plan for funding exists that will meet the needs of every situation. With all of the resources available, however, some combination can be effected which will fit your needs.

In addition to the problem of having to "gather from more than one tree," is the fact that there is fierce competition for those resources which are available. Some foundations receive thousands of requests for funds each month. United Fund agencies routinely must refuse legitimate re-

quests because of a lack of funds. Federal programs often provide only token or seed monies, not near enough for everyone who wants some, or even enough for the so-called "good" projects.

Another stumbling block is the time lag between the time proposals are presented and the time money or other support is awarded. It is not uncommon for six or more months to pass between the time of application and the receiving of the funds requested.

For most adult education directors or coordinators, fund raising is one more thing in an already overcrowded day. Support is the lifeblood of your program, however, and must be considered an integral part of your job, not merely a nuisance to be given the leftover shreds of your time.

Not the least among the problems facing the fund raiser is the fact that grants are finite. Not only do they have stated time limits, they may also be withdrawn or cut back at any time for any number of reasons. Perhaps, for example, the foundation which agreed to fund a large portion of your program for three years finds in the middle of the second year that the fall of the stock market has cut its funds in half. In another instance, perhaps further spending of federal or state monies has been impounded.

One of the hazards of fund raising is that the "end of the road" is a mirage—fund raising is a never-ending process. Potential donors must be cultivated. Those who have given must be properly thanked. Grants run out or are reduced. (This is particularly true of "seed" monies.) Programs grow and change. For all of these and other reasons, it is almost never possible to sit back and take your leisure. The search for support may be lighter at certain times, but it will almost never end.

Seeking support cannot be isolated from program operation. Like the wheels of a bicycle, neither works without the other. Locating adequate resources goes hand-in-hand with needs assessment, program planning and evaluation, and day-to-day administration. Each is an essential part of the whole. To attempt to operate without any one of these elements, is like trying to make a four-legged table stand on three legs. To aid you in coordinating your efforts in all these areas, you will want to refer to a companion

publication—*Welcome to the Quiet Life* (an orientation manual for teachers of deaf adults), and to Part One of this manual.

Planning especially cannot be separated from the funding process. Any effort to bring continuing education to deaf adults must be designed not only to generate enthusiasm and participation on the part of the deaf adults but also to attract and maintain the support necessary to provide the opportunities in the first place. Careful planning is the key. While planning alone does not absolutely guarantee success, without it failure is certain. Your program and the support it receives will only be as good as the planning which goes into them. Four special benefits to be gained from planning underscore the need not to be haphazard about it.

1. Planning will establish the *goals* of your program and keep it from unravelling.
2. The plan provides *communication* and insures that all involved are going in the same direction.
3. Planning translates program goals into specific *work tasks*.
4. Careful planning will enhance the likelihood that the *support* you need to carry out your program and meet your goals is there when you need it.

You cannot seek support without a proposal. Your proposal is the written result of your planning process. Potential grantors are not easily fooled. They look for projects that will give them the most for their money. They are, after all, buying your services. It is the job of your project proposal (or plan, if you will) to convince them of the value of their investment in your program. Indeed, if you have not thought through completely what you want to do and how you propose to do it, DON'T ASK FOR SUPPORT.

Planning, as the first step in your financing process, must provide answers to several questions.

1. What do deaf adults want and need to learn?
2. What methods can be used to meet the needs and desires of the adult deaf community?
3. What timetable seems appropriate?
4. What benefits will the larger community derive from this project?

5. How much will it cost?
6. Who will pay for it?

The demands of the planning process and the results in terms of the cost and needs outlined, are likely to be somewhat overwhelming—so many needs to be met in so many ways. More often than not there is no way to attack the whole at once. Break the job down into small parts. Take one step at a time; be systematic and thorough. Before you know it, you will have reached the goal of support for your program. Order your program funding priorities. Look first to the local resources available to you. Some will have services to offer you; some will have money; some may have both! Research local public and private agencies and groups. Investigate philanthropic foundations. Find out what state or federal resources can be utilized in your program. Match your needs and priorities to the funding options that seem appropriate. The following chapters in this guide will give you some help in each of these tasks.

9 start in your own backyard

Your local community has assets most people know nothing about. Indeed, it is highly possible that through services already available in your area most, if not all, of what you need can be secured. Possible help is available to you from at least seven broad resource categories: private agencies or organizations; business firms and organizations; publicly supported agencies; college and university centers of adult education; volunteers; user fees; and various money-raising projects. Your own community is doubly important in your support picture because sooner or later it will have to bear the cost of continuing your program. You may get "big money on an one-shot basis" from a Federal grant or a foundation; but nearly all such money is conditional on the local community continuing the project upon termination of the grant. It is to your advantage to build a solid base of community support from the beginning.

COMMUNITY AGENCIES

Private agencies or groups in your community are an excellent resource. Even a cursory review of your city or town will reveal the existence of a large number of such groups. While some are not in a position to make cash grants, they often can share space, materials, transportation, or volunteers with your program. Agencies which are members of the local Community Chest or United Fund offer many such opportunities for collaboration. The YMCA or YWCA, and in some cities the YMHA or YWHA, for years have had programs of continuing education. Deaf people could participate easily in existing classes with the aid of an interpreter. It is possible that the "Y" might assume the cost of the interpreter or interpreters so that deaf adults could take part in on-going classes. Perhaps the "Y" would provide space, or a teacher (or both!) for a class or classes specifically aimed at the deaf population. The same kind of arrangements are possible with your local Red Cross chapter. First Aid, Home Nursing, Swimming, Life Saving, and other courses of possible interest to deaf adults, could be made available through cooperative effort. Look at what is offered; assess the possibilities not yet in action. Again, the potential for collaboration is limitless.

Most people are aware of the opportunities available through such agencies as the Red Cross or the "Y." Not so

many, however, know about smaller agencies, generally serving more specialized populations, which could provide certain services to you. For example agencies with buildings for group work such as the Salvation Army, Boys' Club, Girls' Club, often have space which they can make available to community groups either at no charge or at a low fee designed only to cover their cost.

Whereas some United Appeal agencies may be able to do so, most will find it inadvisable, if not impossible, to participate financially in your program. As a group they are very tightly budgeted for specific services and very strictly supervised. They often have less leeway for monetary options than do government or publicly funded agencies. Many are looking, however, for ways to become more deeply involved with the local community in ways which do not add to their budget or which do not divert monies from their already accepted responsibilities. Most, however, do solicit money from the public-at-large, deaf people included; and they are under an obligation, implied if not expressed, to serve the community which supports them. Some of these agencies or groups may never have considered the needs of the deaf population. In your support search you may have to do a little "consciousness raising." Some will think they have nothing to offer. It will be part of your job to uncover for them potential areas for service of which they were previously unaware.

In most large cities the Jewish population has large COMMUNITY CENTERS with varied programs. Look into the possibility of a joint effort in some way with this agency. CHURCHES often have large plants which are underutilized. Most congregations, in addition, have some funds designated for local benevolences. Many have buses. Look around your town and see what opportunities exist for cooperation. If not money, why not space, or perhaps transportation, or people, or materials?

Don't overlook the possibilities available through the HEALTH RELATED AGENCIES. Groups such as the American Cancer Society, the Heart Fund or the TB and Lung Association, have educational as well as research aims and are glad for increased opportunities to educate the public. They are particularly anxious to share their written materials.

There are in every community CIVIC AND SOCIAL ORGANIZATIONS which have service projects and interests of various kinds. Groups such as Rotary, Lions, Optimists, Junior Chamber of Commerce, VFW, Elks, Moose, to mention only a very few of the men's groups, exist in large numbers across the country. Cities or towns of any size will often have several chapters each of such service clubs. And, many of these men's clubs have women's auxiliaries. Women have similar service and social groups, and they are involved in a wide variety of community based projects. A close look at your local situation is bound to reveal the existence of such clubs as the Junior League, Altrusa, Zonta, Quota, Soroptomists, or similar groups. Without exception, each of these organizations, both those for men and for women, has a service interest in the community. In some instances long term commitments are already made to one project or another. Changes are made from time to time, however; and nearly all are open to one-time gifts or grants. Make a contact and see what develops.

Here is a list of representative service clubs, social organizations, and others having chapters in most American cities and towns:

Alcoholics Anonymous
American Automobile Association
American Association of Retired Persons
American Association of University Women
American Cancer Society
American Dental Association
American Legion
American Medical Association
Benevolent and Protective Order of Elks
Business and Professional Women's Club
Chamber of Commerce
Colonial Dames
Council on Drug Abuse Education and Information
Daughters of the American Revolution
Farm Bureau
The Grange
Heart Association
International Order of Odd Fellows
Junior Chamber of Commerce

Kiwanis Club
League of Women Voters
Lions Club
Loyal Order of Moose
Mental Health Association
National Alliance of Businessmen
National Association for the Advancement of Colored People
National Association of the Deaf
National Consumers League
National Association of Hearing and Speech Action
National Council of Jewish Women
Optomists Club
Quota International
Rotary Club
Safety Council
Sertoma Club
Soroptomists Club
Tuberculosis and Respiratory Disease Association
Women's Club
YWCA
Zonta Club

Finally, do not neglect the obvious—hearing and speech societies, private schools for deaf children, and deaf clubs, churches, and other such groups already existing to serve the deaf may also be sources of aid. Space, publicity, cash grants, car pools are all possible.

BUSINESS AND INDUSTRY

Business and industry also offer services which you might use. In any large city there are businesses which advertise their social conscience—"International Widget is INVOLVED!" The Xerox Corporation branch offices have a budget allocation for social service projects based in the community where the branch is located. These projects, selected by a local group of employees and managers, will include several different areas at any one time. Such sponsored projects may receive money or volunteer time or both. The Xerox Social Service Leave Program allows selected employees to spend varying amounts of time at full pay working in social service projects outside the company. One participant spent several months at the Center for Continuing Education at Gallaudet College. Other firms, while perhaps not engaged in such a highly developed program, do have monies available for special projects which "catch their eye." Many large firms have active employee associations which have monies of their own to disburse and volunteer time to offer.

The services offered by business firms in any community are amazing. Department stores, for example, routinely offer courses in cooking, fashion, beauty and hair care, sewing, and knitting, so as to encourage the use of their products. Utility companies are active in a wide variety of educational endeavors—consumer affairs and home economics especially. Businesses which make, rent, or sell tools, wallpaper, paint, or other home improvement products, offer courses to show people how to use them. Sometimes there is a charge for such courses, sometimes not. They can provide space and teachers and often materials at little or no cost. Banks and investment firms advertise regularly courses in money management. One nationwide small loan firm—Household Finance—has a good collection of books and pamphlets on several topics related to family budgets and wise shopping. Nationwide food chains often have similar materials, with staff available for lectures or courses on such topics as how meat is graded and cut, and budget cooking.

Many large firms have active in-house employee education programs. If there is such a firm in your area with a group of deaf employees, make it your responsibility to see

that such deaf employees receive the same services from their employer as do the hearing workers. For deaf workers as a group to be excluded from such opportunities simply by not providing for them is discriminatory. Talk to the company about sponsoring job-related or other courses for its deaf employees. Ask if such courses can be open to the general deaf adult population.

Business associations, in which a group of firms in the same field band together to promote their common interests, also have educational and service aims. The Cattleman's Association, Associated Meat Producers, the Furniture Manufacturers' Association, the American Medical Association, the Dental Society, for example, all have educational, as well as self-interest, purposes. Such groups can provide materials and many times teachers for interested groups.

Insurance companies, too, are a source of materials and teachers. Depending on the nature of the firm, course materials include but are not limited to fire prevention, home safety, preparing for retirement, health care, how to buy life insurance, and proper nutrition.

The Chamber of Commerce in your town is not only a possible source for a cash grant, or for materials, or for a course in the history of your town, it is also a storehouse of information on the services offered by its member firms.

Unions also are a possible resource in your search for support. While their primary interest is obviously in the welfare of their members, unions do have discretionary funds for social services and do provide some educational services for members particularly, but which they will on occasion share with nonmembers. Large unions often have courses to prepare their members for retirement. Perhaps these could be made available to deaf adults in the community. Remember, unions, as well as other groups, are anxious to be known for their service activities.

PUBLIC SCHOOLS AND AGENCIES

In addition to the private agencies and organizations and business and industry, the publicly or tax supported services available in your community are legion. For a start, get together with your VOCATIONAL REHABILITATION counselor or specialist. He or she is often a real gold mine of information and services on education and train-

ing opportunities in the local area. Check into the availability of VR funds for job-related courses, materials, teachers, or interpreters. Be creative. You may need to bend the letter of the law in order to fulfill the spirit of the law.

The COMMUNITY SCHOOL is an obvious place to go for assistance. In its stated mission of serving the public, the community school may need to be reminded of the fact that deaf people cannot be excluded simply because of the failure to provide for their handicap. You will find, however, that most community school directors are anxious to expand their programs. In fact, their desire to grow is often limited solely by their budgets. The community school budget may be prepared as much as two years in advance and nearly always at least one year in advance. Such a situation calls for advance planning on your part so as to have your program included in next year's funding. Where quicker program offerings are desired, armed with the information in this guide, you may help the administration of the community school tap start-up resources until the program for the deaf can be included in the budget schedule. You may find that the community school already has offerings of interest to deaf adults that can be accessed with interpreters. You may decide that the needs of the deaf community demand classes not yet a part of the community school program. In any event, the community school director is an important person in your area and the existing community school is a valuable resource.

Most PUBLIC SCHOOL SYSTEMS have active programs of adult education. Very similar in many respects but not always connected with the community school, such programs are open to innovation and are happy to make provision for deaf adults where possible. Some jurisdictions have special rules, however, regarding the number of persons per class and the qualifications of those who are allowed to teach. These rules may often be bent, but don't count on it until you are sure. The variety of courses available in the community school or adult education program staggers the imagination. Materials, teachers and space are nearly always available if the criterion for number of students is met. Interpreters may be all you need. Early in your efforts to bring continuing education to deaf adults, make

contact with the adult education specialist or coordinator in your local school system.

PUBLIC LIBRARIES have many materials that can be helpful to you. They have space which they can make available to community groups. For such groups they will often provide projection equipment—motion picture projectors, screens, slide and filmstrip projectors, overhead projectors, etc. From time to time they offer lectures and short and medium length courses on various subjects of public interest. Get on the mailing list of the library; get to know your librarian and the public affairs staff of the library. Libraries vary widely from city to city. Only you can know what help, if any, is available through your library.

COUNTY EXTENSION SERVICES, often operated through the state university system, offer many courses. Gardening and homemaking are just two of the principal areas in which they specialize. Here again, materials and teachers are the most readily available commodities. Space is not often available through the extension service because they themselves borrow space in the locality where the classes are held; but your extension agent can be helpful to you in making contacts to secure space. The teachers do travel, however, and classes of interest can be arranged in churches, schools, club buildings, libraries, and other buildings offering suitable meeting space. The fact that the class is "portable" may make it especially attractive to your situation.

Look into the educational services offered by the MUSEUMS in your area. Hardly a museum exists that does not offer at some level a class, course or lecture or at the very least does not publish materials on a variety of subjects. Art, health, science and technology, and natural history, are just a few of the areas covered by museums. Here again, materials, space, and teachers are available which can be accessed through interpreters. The museum may even have some discretionary funds which can be used for such interpreter expenses.

Also of help to you is the COMMUNITY COLLEGE. Most offer many courses such as auto repair, knitting, carpentry, income tax preparation, gourmet cooking, typing, basic English. The majority also offer evening college

level courses that can be taken for credit. The variety is endless, and the possibilities for participation by the deaf community are unlimited.

VOCATIONAL AND TECHNICAL SCHOOLS have courses of interest to adults also. Look at some of the recently published schedules of the vo-tech school in your area. There is more than one person can take advantage of in a lifetime. Here again, as in the community school, the adult education program in the public school, and the community college, in fact in all of the programs mentioned in this section, public tax money makes these offerings possible—taxes which deaf adults have paid their fair share. Your resourcefulness and knowledge of the community resources, together with the cooperation which you have encouraged on the part of these program officials, can see that deaf adults participate in a new way in their community.

City and county HEALTH DEPARTMENTS and PARK AND RECREATION DEPARTMENTS plan varying recreational, cultural, and educational activities. Slimnastics, baby and child care, prenatal instruction for both parents are just a few of the courses that have been made available in many places. Other courses could be made available if requested. Space, materials, and teachers are available—you provide the deaf students and help the department locate and fund interpreters.

If there is a SCHOOL FOR THE DEAF nearby, enlist the help of the superintendent. He more than most understands that education for the deaf must not end when the young person leaves the school. He or she can be a valuable ally in your search for funds and other resources. Often the school for the deaf can provide space and interpreters, sometimes transportation and materials. Often the superintendent will have contacts in the state office of education that will be of great help to you in getting money at the local level to fund your program through the community school or public school adult education program on a continuing basis.

COLLEGES and UNIVERSITIES have growing pro-

grams of continuing education, both credit and noncredit. They, like other programs, are anxious to expand their services. They nearly always have space to offer but are not confined to the university or college campus in providing their services. Classes can be set up in a variety of so-called satellite locations, where enough potential exists to justify the cost. Where the space is available to them without charge and there are sufficient students, teachers and often materials are available.

The MOTT FOUNDATION sponsors 15 regional community education centers in universities around the country. Sixty-three additional institutions participate on a cooperating basis. These centers are set up for the purposes of promoting community schools—the deeper involvement of the school in the whole of community life. They are an unparalleled source of assistance and advice. Gallaudet College has a Community Education Center which offers a wide range of services to local community education programs for deaf persons. Write to the Gallaudet College Community Education Center or one of the regional centers listed below to find the cooperating center or community education program nearest you.

REGIONAL MOTT FOUNDATION COMMUNITY EDUCATION CENTERS

Dr. Boyd Rogan, Director
Center for Community Education
University Station
University of Alabama in Birmingham
Birmingham, Alabama 35294
(205) 934-5208
Associate Director: Dr. Paul E. Ruark

Dr. Thomas H. Mayhew, Coordinator
Southwest Regional Center for
Community School Development
415 Farmer Education Building
Arizona State University
Tempe, Arizona 85281
(602) 965-6186

Associate Coordinator: Dr. John E. Walker
Center Director Trainee: Dr. Joan Fleming
Research Associate: Miss Ardis Christensen

Dr. Tony S. Carrillo, Director
California Regional Center for
Community Education Development
Room 219, School of Education
California State University, San Jose
San Jose, California 95114
(408) 277-3313, 277-3101
Associate Director: Dr. Peter Ellis

Dr. Patrick B. Mullarney, Director
Northeast Community Education
Development Center
University of Connecticut, U-142
Storrs, Connecticut 06268
(203) 486-2738, 486-2243
Associate Director: Dr. Courtney Cheri

Dr. V. M. Kerensky, Director
Southeastern Regional Center for
Community Education
College of Education, 106
Florida Atlantic University
Boca Raton, Florida 33432
(305) 395-5100 Ext. 2825
Associate Director: Dr. Donald G. MacKenzie
Associate Director: Dr. Benjamin R. McClain

Dr. Ethan Janove, Director
Institute for Community Education Development
222 N College
Ball State University
Muncie, Indiana 47306
(317) 285-5033
Associate Director: Dr. Ross VanNess
Consultant: Dr. Pete Murk
Consultant: Dr. Lou Piotrowski
Consultant: Dr. John Fallon

Mr. Hugh Rohrer, Director
Regional Center for Community Education
Alma College
Alma, Michigan 48801
(517) 463-2141 Ext. 366
Associate Director: Dr. Ray Boggs

Dr. Jack D. Minzey, Director
Center for Community Education
101 Boone Hall
Eastern Michigan University
Ypsilanti, Michigan 48197
(313) 487-2137
Associate Director: Dr. Donna Schmitt

Mr. John B. Garber, Director
Center for Community Education
Learning Resources 102
Northern Michigan University
Marquette, Michigan 49855
(906) 227-2176, 227-2181

Dr. Gerald C. Martin, Director
Community School Development Center
3314 Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49001
(616) 383-0047, 383-1995
Assistant to the Director: Mr. Frank Manley, Jr.

Dr. Everette Nance, Director
Midwest Community Education
Development Center
Lucas Hall, Room 543
University of Missouri
St. Louis, Missouri 63121
(314) 453-5746, 453-5747
Assistant Director: Dr. Donald Udell

Mr. Larry Horyna, Director
Northwest Community Education
Development Center
1724 Moss Street

University of Oregon
Eugene, Oregon 97403
(503) 686-3996, 3997, 3998
Associate Director: Dr. David Santellanes
Assistant Director: Mr. William Liebertz

Dr. Robert I. Berridge, Director
Center for Community Education
College of Education
Texas A and M University
College Station, Texas 77843
(713) 845-1429
Associate Director: Dr. Stephen L. Stark

Dr. Israel C. Heaton, Director
Rocky Mountain Regional Center for
Community Education
281 Richards Building
Brigham Young University
Provo, Utah 84602
(801) 374-1211, Ext. 3813
Associate Director: Dr. J. Keith Rogers
Associate Director: Dr. Burton K. Olsen
Associate Director: Dr. Norman F. Hyatt

Dr. Larry E. Decker, Director
Mid-Atlantic Center for Community Education
University of Virginia, School of Education
Charlottesville, Virginia 22903
(804) 924-3625, 924-3898
Associate Director: Dr. Paul W. Tremper
Assistant Director: Dr. Michael H. Kaplan

Most on-going adult education programs charge fees for participation. In some areas, however, handicapped persons are exempt from paying the fee. Check out the policy in your area. If such a policy is not already in existence perhaps it can be instituted.

Three other sources of assistance to your program need to be mentioned—user fees, volunteers, and various money making projects. USER FEES have limitations but they are useful in that they convey a certain value to the educational process. The adult who has paid money for a

course is more likely to finish it than the one who has not. In some programs user fees cover the entire cost of the adult education courses.

VOLUNTEERS are often helpful. They can provide transportation, refreshments, publicity, materials, teacher aides, and a number of other services, limited only by your need. While very valuable in many respects, the volunteer may not have the sense of commitment and dedication to the program to let it interfere with the rest of his or her life. Where they are available, use volunteers; but not in critical areas where program success depends on them. This is not to downgrade volunteers. It is simply to recognize that, because most give their leftover time to a volunteer project, they are not always available when needed. In addition, the coordination of a group of volunteers of any size demands time which you may not be able to give.

MONEY-MAKING PROJECTS on a one-time or continuing basis may provide some financial assistance to your program. The list of possibilities is endless—dinners, dances, fairs, raffles, movies, special programs of entertainment, teas, card parties, bingo parties, candy sales can all be used to generate funds for your program. Such schemes may be helpful in gathering funds for your early program efforts, but it is wise to seek additional permanent funding rather than depend on such one-shot efforts. The organization and administration of these kinds of money-raising ventures can become almost a full-time job, drawing time away from other sources of support. Deaf clubs or groups or service organizations of the hearing who are interested may be encouraged to run such events themselves for the benefit of the adult education program; but unless it is absolutely necessary, the director or coordinator should limit his or her involvement to seeking more permanent kinds of financial support.

It is easy to see that there are a multitude of local resources to be tapped in putting together your support package. Support is, indeed, a patchwork quilt—almost a "crazy quilt." No one pattern will fit every situation; each package must be fitted together with the pieces available in the local area. The availability of these resources depends, however, on a good knowledge of your community. Your

search for support must start close to home. You need to research your area thoroughly to find out exactly what is available and how all the pieces can best be put together to meet your specific need.

Enlist the endorsement of your principal, superintendent, PTA, advisory committee, deaf community leaders, and other influential citizens in your community. Plan your program carefully, present it to potential supporters concisely and with strong justification, and ask clearly for what you need. Neither overstate nor understate your case. Neither will work to your advantage. Remember you are not asking for a handout. You are an advocate not a beggar. On the solid foundation of a good program, well justified, and carefully planned, you can ask with confidence. Not everyone will say yes. Be prepared to accept a "no" or a "maybe" graciously. Out of the many possibilities available to you, however, someone or some group will share your vision and say "yes." When that happens, you are on your way.

10

state and federal funds

STATE FUNDS

There are funds available in each of the 50 states which can be used in financing continuing education for deaf adults. Much of the money available, however, is actually federal funds administered by states and supplemented by state and local funds.

For the most part, the first place to start is through a contact with your State Department of Education, requesting information on funds available related to community education, adult education, health education, continuing education, and vocational education. State policies regarding federal funds will be important to your use of these monies. Each state differs slightly in the kinds of funds it has available, and each interprets the federal authority in various ways. For that reason, in this section all that can be offered is a brief overview of the broad categories of aid available through state offices and the ways in which some of this money has been used.

Following is a state-by-state listing of the major kinds and amounts of state aid. (This information is provided by the National Association for Public Continuing Adult Education—NAPCAE—in its 1975 Almanac.)

Six states—Michigan, Utah, Maryland, Florida, Washington, and Minnesota—have passed legislation for community education. Similar legislation is under consideration in several other states. While most of these laws have state money appropriated for program support, in at least one case (Florida) the law stipulates that *no* state money shall be used for community education. One advantage of these laws is that almost without exception they encourage, if not require, the integration and cooperation of services and agencies in the local community. For example, the Maryland guidelines specify that the local education agency (i.e., school board or district), "... shall join with the existing recreation and parks agency ..." in order to be eligible for aid. Here again, you must be "plugged in" to your local scene, as well as have appropriate contacts at the state level, in order to insure that monies are included to meet the needs of deaf adults.

Some states have unique funding arrangements. In Toledo, Ohio, community schools are funded through State Aid to Dependent Children. California has a com-

munity service tax which school districts can levy for community use of school facilities. California also has a Civic Centers Act which opens schools to the public for useful purposes. These laws and their implementing regulations are sometimes quite complicated; but the point is that the various states do have monies for various educational purposes which can be tapped for the deaf community. In addition to becoming acquainted with all your local community has to offer, you need also to research thoroughly your state resources.

Adult Basic Education funds are available through state education agencies on a 90/10 matching basis. The state agency provides 90%of the necessary funds, with the local school district providing 10% *in cash*. Whereas some matching funds can either be in cash or in services ("in-kind"), for ABE money, the matching local support must be in cash. Monies are available in each state for teachers, aides, supervision, counselors, and materials. Prince George's County in Maryland classifies interpreters as "aides" and pays for them with ABE funds.

ABE money is specified for basic lessons in English, Citizenship, and Basic Math for people who have no more than an eighth grade education. It can be used creatively, however, to accomplish more than one purpose. One person who participated in the DAWN Project, asked his state education agency for ABE money to establish classes for the deaf. It happened that the deaf people in his area wanted a sewing class, a class in consumer education, and one other class (not reading, writing, or arithmetic). Using research that showed the average deaf school leaver reads at about a fifth grade level, he was able to convince his state people that sewing—learning to read patterns, to follow simple written directions—was but a means to the end of upgrading their reading level.

Monies are also available for adult high school equivalency (GED) programs through the office of the state chief school administrator. These monies are most often in the form of reimbursement for local expenses. Such programs are usually run by the local school district but a special class for the deaf adults might be included in the program of the school district and funded in this manner. You will find, however, that GED programs are usually at a level too

advanced for the majority of deaf adults. Adult Basic Education classes are almost always more appropriate to the needs of adult deaf students.

Each state has a Committee for the Arts and Humanities, related to the federally financed National Endowment for the Arts and Humanities, which has some funds that can be used for educational activities related to the arts and humanities. Other funds are available to states for projects that are concerned with public issues related to education, criminal justice, environmental protection, services for the elderly, and community planning. These funds are most often, again, federal funds administered by the states. Once more, because each state has a slightly different interest or thrust to its plan or efforts in any of these areas, a request for specific state requirements or guidelines is recommended.

FEDERAL FUNDS

Various federal statutes provide monies for educational activities that can be applied to adult education for deaf persons. The two principal pieces of legislation are the Adult Education Act and the Community Schools Act (complete texts of both can be procured from the Center for Continuing Education). There are, however, several other laws from which funds can be used for continuing education projects. For quick reference, all of the applicable legislation including those two principal statutes will be reviewed here in brief.

1. ALCOHOL AND DRUG ABUSE EDUCATION ACT AMENDMENTS OF 1974 (PL 93-422)

The purpose of this act is the development of new and improved curricula on problems of alcohol and drug abuse. It also provides funds for the training of teachers, counselors, and other public service and community leaders. It specifically is extended to community education programs for parents and other adults on drug abuse problems. Grants are made to institutions of higher education, state and local education agencies, and public and private education or community agencies, institutions and organizations. Bilingual activities are also specifically included. Applications are made by local education agencies through

state departments of education, which within 30 days must review and send on to federal level. Sixty percent funds must be used in elementary and secondary schools.

2. ENVIRONMENTAL EDUCATION ACT (PL 91-516) ENVIRONMENTAL EDUCATION AMENDMENTS OF1974 (PL 93-278)

The Amendments of 1974 extended the original act through 1977. Provides for preservice and inservice training programs for teachers to prepare them to teach environmental educaion subjects. Community education programs on environmental quality especially for adults are specifically included. Applications are made directly to the Commissioner of Education. Grants not to exceed $10,000 annually may be made to nonprofit organizations for conducting courses, workshops, seminars, symposiums, institutes and conferences, especially for adults and community groups. Preference given to innovative approaches to environmental education. Group must be in existence one year prior to submission of proposal.

3. HOUSING AND COMMUNITY DEVELOPMENT ACT OF 1974 (PL 93-383)

The goal of the act is to give maximum feasible priorities to activities which will benefit low or moderate income families or aid in the prevention of slums and blight, and which are designed to meet other urgent community development needs. Can be used for education if the educational activities are part of a larger overall program to improve quality of life and services in target areas. Also, Community Development Act funds may be used as matching money to secure other federal funds. Funds are available primarily to the governments of large cities with substantial urban blight.

4. HEAD START, ECONOMIC OPPORTUNITY AND COMMUNITY PARTNERSHIP ACT OF 1974 (PL 93-644) SHORT TITLE–COMMUNITY SERVICES ACT OF 1974.

Continues Head Start, establishes the Community

Service Administration as the successor to the Office of Economic Opportunity. Provides for social service programs which support and complement community economic development programs financed under Section 712, including but not limited to child care, educational services, health services, credit counselling, energy conservation, and programs for the maintenance of housing facilities. Program must be coordinated with local planning agency, housing and community development programs, and employment and training programs. Ninety percent federal share. Ten percent local share in cash or in kind. Act also provides for the training of teachers and personnel such as may be required to effectively implement the provisions of the law, and assist in the development of management, entreprenurial planning, and other technical and organizational skills.

5. COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973 (PL 93-203)

Gathers together the funding for several different manpower programs, all having previously separate legislation. Funds primarily programs by state and local governments but also has provision for programs conducted by "community based organizations." Can include an educational component designed to prepare individual to qualify for more productive job opportunities. Requires comprehensive manpower planning. Those having limited English speaking ability are designated as a special target group. (Various legal decisions and administrative judgements have defined the deaf as having limited English speaking ability.) Eighty percent of funding to go to state and large local governments, 20% funding for national projects.

6. CRIME CONTROL ACT OF 1973 (PL 93-83)

Primarily available to states with comprehensive plans to control crime and upgrade law enforcement. Eighty-five percent of funds for grants to state planning agencies. Fifteen percent to go to state or local government or private nonprofit agencies. Can be used for education when effects are directly related to lowering crime and improving law enforcement.

7. OLDER AMERICAN COMPREHENSIVE SERVICES AMENDMENTS OF 1973(PL 93-29)

Establishes Administration on Aging. Also national information and resources clearing house for the aging. Has provision for continuing education and transportation for older persons. Requires local and coordinated state and local planning.

8. REHABILITATION ACT OF 1973 (PL 93-112) REHABILITATION AMENDMENTS OF 1974 (PL 93-516)

This is the enabling legislation for state rehabilitation services. Requires comprehensive state planning. Covers any goods or services necessary to render a handicapped individual employable.

9. EDUCATION AMENDMENTS OF 1974 (PL 93-380) INCLUDES ELEMENTARY AND SECONDARY EDUCATION ACT, ADULT EDUCATION ACT, AND COMMUNITY SCHOOLS ACT.

a. *ELEMENTARY AND SECONDARY EDUCATION ACT*—Title I is pointed toward inner city and urban schools in which there is a high incidence of socially and economically disadvantaged children. Requires parental involvement in planning and implementing programs. Calls for a liaison person who could be turned into a community education coordinator. Also provides for use of paraprofessional teacher aides. Applications for Title I funds should be made to the state department of education and must be submitted through the local superintendent of schools. ESEA Title III funds are designed to encourage school districts to develop imaginative solutions to education problems. Grants may be requested for innovative or exemplary activities on either the elementary or secondary level. Each state sets its own priorities. In Indiana, 15% of the funds are used for programs for the handicapped and 50% for guidance, counselling, and testing projects.

b. *ADULT EDUCATION ACT*—Grants funds to state departments of education for the support of state pro-

grams in adult basic education. Emphasis is on the fundamental skills in reading, writing, speaking and arithmetic. Program support is included for high school completion work and for experimental projects and teacher training. Provides for bilingual adult education. Twenty percent of funds may be used for institutionalized persons. Funds are reimbursed by the state department of education to the local school district on a 90%/10% basis. Requires cooperation with manpower and occupational education programs. Establishes a clearinghouse on adult education information. Act calls for state advisory councils and comprehensive state plans including a timetable toward "full service goals." Section 625 deals particularly with the establishment for regional educational programs for deaf persons.

c. *COMMUNITY SCHOOL ACT*—Defines community school and community education program. Provides for funding on a 50/50 basis to the local education agency with 50% coming from the state department of education and 50% directly from the Office of Education. Local grants will be made on the following matching basis: (a) 80% federal share to establish new Community education program; (b) 65% federal share to expand or improve existing community education programs—55% after the first year funding; 40% federal share to maintain a program in operation. Local school districts submit funding applications to the U.S. Office of Education and to the state department of education at the same time. Grants for training are available to institutions of higher education.

d. *HIGHER EDUCATION ACT*—Grants are available to states and postsecondary institutions for the establishment of community service and continuing education programs. Community services may include educational research and demonstration programs and extension and continuing education activities. Programs must be designed to help solve a wide variety of community problems in rural, urban, and suburban areas. Up to ⅔ federal funding with ⅓ matching local or state funds.

Further information on eligibility requirements and the limitations related to the funds available under these statutes is available through the 10 regional offices of the Department of Health, Education, and Welfare, whose addresses are listed below. In nearly every case extensive

regulations have been developed regarding the implementation of these laws. Such rules will need to be followed very carefully. As noted at various points, some of this funding is available only through state offices and with the approval of the state department of education. Once again, coordination and cooperation is essential in seeking to utilize the monies available.

HEW-USOE REGIONS AND REGIONAL PROGRAM OFFICERS

REGION I
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
Caroll F. Towey
Senior Program Officer, AE
U.S. Office of Education
John F. Kennedy Federal Bldg.
Room 309, Government Center
Boston, MA 02203
Phone: (617) 223-6814

REGION II
(New Jersey, New York, Puerto Rico, Virgin Islands)
Grace L. Hewell
Senior Program Officer, AE
U.S. Office of Education
Federal Bldg., Room 3151
26 Federal Plaza
New York, NY 10007
Phone: (212) 264-4416

REGION III
(Delaware, D.C., Maryland, Pennsylvania, Virginia, West Virginia)
Jack R. Grisham
Senior Program Officer, AE
U.S. Office of Education
3535 Market Street
Philadelphia, PA 19101
Phone: (215) 597-1011

REGION IV
(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)
Ted B. Freeman
Senior Program Officer, AE
U.S. Office of Education
50 Seventh Street, N.E.
Room 545
Atlanta, GA 30323

REGION V
(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)
M. Eldon Schultz
Senior Program Officer, AE
U.S. Office of Education
300 South Wacker Drive—32nd Fl.
Chicago, IL 60606
Phone: (312) 352-6843

REGION VI
(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)
George H. Blassingame
Senior Program Officer, AE
U.S. Office of Education
1114 Commerce Street
Dallas, TX 75202
Phone: (214) 749-2341

REGION VII
(Iowa, Kansas, Missouri, Nebraska)
Gerald A. Randall
Senior Program Officer, AE
U.S. Office of Education
601 East 12th Street, Room 4581
Kansas City, MO 64106
Phone (816) 374-3976

REGION VIII
(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)
Roy B. Minnis
Program Officer, AE
U.S. Office of Education
Federal Office Bldg., Room 9017

19th & Stout Streets
Denver, CO 80202
Phone: (303) 837-4957

REGION IX
(American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territory of Pacific)
Raymond M. Lawrenson
Education Program Officer, AE
U.S. Office of Education
Federal Office Bldg.
50 Fulton Street
San Francisco, CA 94102
Phone: (415) 556-4504

REGION X
(Alaska, Idaho, Oregon, Washington)
George Swift
Program Officer, AE
U.S. Office of Education
Arcade Plaza Bldg.
1321 Second Avenue
Seattle, WA 98101
Phone (206) 442-0456

NAPCAE, AEA-USA

The serious adult educator should be aware of two important national organizations with large memberships made up of professional people. One is the National Association for Public Continuing Adult Education (NAPCAE); the other is the Adult Education Association of the USA (AEA-USA).

NAPCAE's membership is made up generally of public school adult education people and AEA-USA generally draws its membership from community colleges. The two organizations hold annual national conferences, usually jointly, and NAPCAE has a committee on adult education for the handicapped. Much can be gained from attending their national conferences; your participation in discussions gives visibility to your special needs; you have an opportunity to meet key people at state and national levels; exhibits offer a chance to evaluate the latest teaching materials. For information about NAPCAE and AEA-USA,

write to:

James Dorland, Executive Director
National Association for Public Continuing
Adult Education
1201 16th Street, N.W.
Washington, D.C. 20036

and

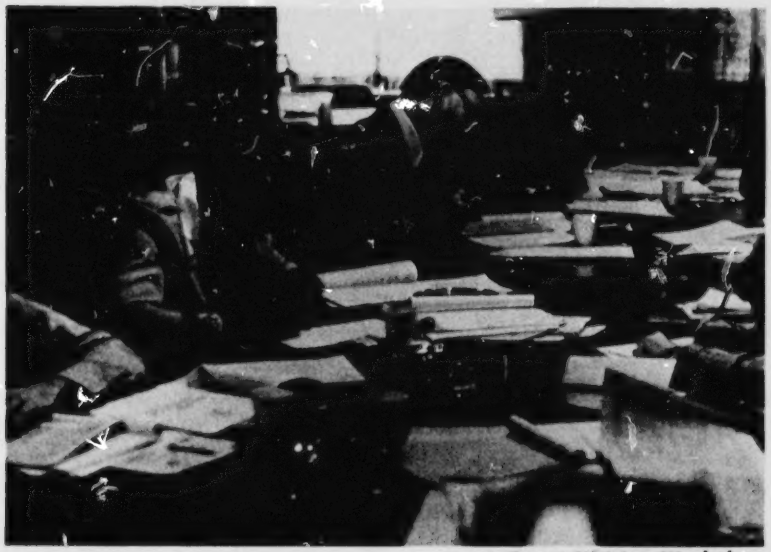
Charles Wood, Executive Director
Adult Education Association of the USA
810 18th St., N.W.
Washington, D.C. 20006

You should be aware also of the Bureau of Occupational & Adult Education of the U.S. Office of Education, HEW. It is the agency which distributes adult education funds to state offices and regulates the Federal government's growing commitment to adult education. On page 105 is a chart showing the "pecking order" of this important Federal agency.

GRANTSMANSHIP

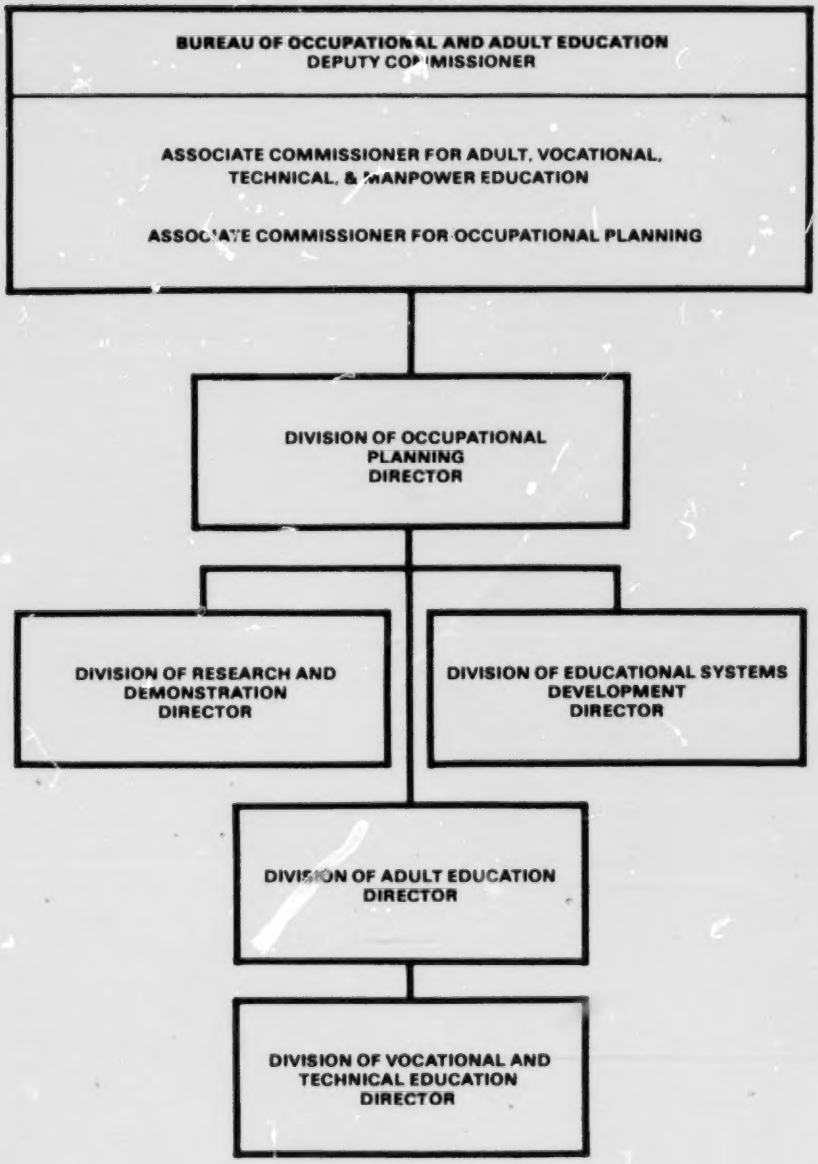
A word about grant writing. Some people are born grant writers, with a gift for writing "government-ese." Others are not. In nearly every case, however, grant manuals or instructions sheets are available to help you meet the eligibility requirements. If you are face to face with writing a grant for the first time, start with a complete review of the application and grant manual for instructions. Gather all the material necessary before you start to write. Go through the application and answer each question as fully as possible, even when it seems you are answering the same question or providing the same information several times (you may very well be doing that with only slight variations). When you have completed the first draft of the application or grant proposal, ask any experienced grant writers you know to review and comment on it. This review can be done quite effectively as a group in one long session. Include all the suggestions presented by those who have proposal writing experience and prepare the final draft. Make sure you meet all the requirements; omit nothing without an explanation as to why it was omitted. Your application will only be delayed and perhaps not funded if there are omissions or deletions. Leave nothing to chance.

It should be very apparent at this point how important it is to make contacts and enlist support at every level. Your local community and your state department of public instruction must be enrolled as allies in your search for program support. It is clear that much of your success, whether you seek local, state, or federal funds, will be influenced by them. Continuing education for deaf persons must be a part of the mainstream. Don't try to "go it alone."



A Grant Writing Workshop

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
OFFICE OF EDUCATION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11

support from foundations

The foundation, generally speaking, is an organization devoted to giving away its money. Sometimes established to dispense money for "charity" and sometimes devoted to, among other things, research and discovery, the foundation can be an important resource in your search of support. Although there are no formal or official definitions, five types of foundations may be distinguished:

1. GENERAL PURPOSE FOUNDATIONS include such well known organizations as the Ford, Rockefeller, and Kellogg Foundations. They are directed by boards of trustees, have broad interests usually in projects of some size, and are managed by professional staffs. They have significant resources and are to a large degree the leaders and trend setters in the area of philanthropic giving.

2. SPECIAL PURPOSE FOUNDATIONS are restricted by their charters to a particular purpose. Such purposes run the gamut from the Carnegie Endowment for World Peace to the Emma A. Robinson Horses' Christmas Dinner Fund.

3. The COMPANY SPONSORED FOUNDATION is simply the incorporation of a regular program of corporate giving. The Alcoa Foundation, for example, has as its principal interest the funding of projects in higher education. Nearly two-thirds of its grants go to develop and strengthen teaching in science, mathematics and engineering.
4. FAMILY FOUNDATIONS form the largest group of foundations (more than 3200). They are set up by a living person rather than by a will or bequest. The board is usually made up of family members and such foundations often serve simply as a channel for the personal giving of the founders. These foundations often restrict their giving to their own locality.
5. COMMUNITY FOUNDATIONS are composites in which gifts or bequests from a variety of donors are administered under an umbrella-type organization, perhaps through the trust departments of local banks, with any disbursements under the control of a distribution committee selected from the community at large. Such foundations usually serve the local area and often carry its name—i.e., The Cleveland Foundation or the Metropolitan Foundation of Atlanta.

The grant process itself has two sides—yours and the foundation's—the asker and the giver. You will need to make certain preparations before seeking for a grant, and the potential grantor will ask several questions in evaluating your proposal.

Your part of the grant process begins with a careful planning of your project. The planning operation and the written proposal resulting from it should cover the following points:

1. Presentation of the problem
2. Proposed solution
3. Justification of suggested course of action
4. Endorsements and cooperating agencies or groups
5. Estimated cost
6. Assessment of resources
7. Outlining of the portion of the need not met
8. Request for specific help.

When you have completed the planning process, you are ready to approach a foundation, but which one? Finding the right door to knock on is very important to your success. Many fail because they make requests to foundations or potential donors without finding out first if the foundation is interested. Although it may seem impossible to know this without first making your request, there is a way to eliminate many funding organizations from the start and to narrow your choice to a few likely possibilities before you knock even on the first door. The method is research. Go to the library. Consult the Foundation Directory and other publications found there. The information available includes the purpose and activities of certain foundations, the locale in which they make their grants, and the general size of the grants they make. Records are also available which list all the grants made by individual foundations for several years, the purpose of such grants, the recipients, and the amount of money given.

Once this information-gathering process has been completed you can begin to pare your list of possible sources to a group of foundations that have supported projects similar to yours or a variety of kinds of projects in your local community. Such small, often family-operated foundations can be a good source of support for a project whose impact will be localized. This kind of project does not normally fare well when presented to a large national foundation such as the Carnegie Corporation or the Rockefeller Foundation. In your research you can be quite creative. See if you can put together a combination of financial aid from a group of smaller foundations. These foundations are often staffed by individuals who are doing the work as a second job. Many are not what might be termed professional foundations managers. They may be attorneys for the family which supports the foundation; and they often have neither the time nor the experience to permit deep analysis of proposals. An exciting project soundly conceived and well presented can make a strong showing.

The information-gathering you do will protect you, too, from wasting your time or, worse yet, from some embarrassment. You do not want to be in a position like that of the college president who called on a prospective

donor to request a substantial contribution to a new music building only to discover that the potential giver was tone deaf.

One of the things your research will tell you is when the foundation normally makes its grants. Does the board meet once a year? Twice? Continuously? This can have a substantial effect on whether or not you even make an approach to a particular foundation at this point in your program plan.

In a nutshell, if you want to seek a foundation grant, have a well prepared proposal and know as much as possible about the foundation you are approaching.

When you have narrowed your list of possible foundations to one or two or three, prepare a short two to three page document which summarizes the principal points of your larger plan. Make an initial personal contact with foundation staff. Discuss with them your intentions and ask for a preliminary assessment of the project as presented by the short document which you have prepared. Seek other information about proposal preparation and presentation. Each foundation has certain requirements peculiar to itself in this regard. If this initial contact is positive, complete your proposal following the foundation's guidelines and submit it.

Be prepared to be turned down. Nine out of 10 requests to some foundations are denied. Your chances for approval, however, are greatly enhanced if you follow the steps outlined in this discusson.

The foundation staff will ask several questions in its review of your proposal. (1) Does this project fit within the foundation's field of interest? If you have "done your homework," the answer will be yes. (2) Is the kind of support requested the kind the foundation gives? Don't ask for operating money from a foundation that makes only grants for buildings or other capital projects. Again, if you have prepared properly, this question will not be a problem to you. If these two questions are answered in the affirmative, you have your foot in the door. The most difficult part still lies ahead, however. Now your proposal will be given a thorough going over by foundation staff.

A survey of foundation professionals revealed that there are 10 principal criteria used in assessing project proposals and requests for support. Listed in order of their

importance, these criteria were:

1. PURPOSE—Is the purpose of the project clearly stated? Does it have value? Does it match our guidelines for funding?
2. COMMUNITY NEEDS—Does the proposal document the need, letting facts rather than emotional description express human want?
3. ACCOUNTABLITY—Does the application demonstrate a responsible approach to funding and does it give evidence of the existence of mechanisms for properly accounting for the monies received and disbursed?
4. COMPETENCE—Does the applicant show the ability to do what the project proposes?
5. FEASIBILITY—Are there in the plan enough manpower, money and materials to do the proposed job?
6. PROJECT LOGIC—Can the method proposed reasonably be expected to achieve the result intended?
7. PROBABLE IMPACT—What benefits will accrue to the target population? To the community at large? Is there a new knowledge impact?
8. LANGUAGE—Is the proposal clearly written? Is it understandable? Don't expect foundation officials to "read 'riting that's 'ritten rotten."
9. MONEY NEEDED—Many foundations give only within the range of their usual amounts. With smaller foundations, especially, funding may depend to a large extent on the balance on hand at decision time, after the funding of other projects.
10. COMMUNITY SUPPORT—Is community support necessary to the success and contribution of the project? Is there evidence that it exists?

It is obvious that asking for funds from a foundation can be a time consuming, involved process. Do not become discouraged. If proposal writing is not your forte, GET HELP. Through the network of contact you have established in the preliminary planning of your program, there

will be people who are willing to help. The risk of refusal may be high, but the possibility of reward for your effort is higher if you "run smart."

At the end of this section is a list of representative foundations in several states which in the period from January 1, 1972, through December 31, 1974, made grants to projects for handicapped people in the area or state in which the foundation is located. This list is obviously not exhaustive but it will show you how many possibilities do exist for your own project.

If you do receive a grant from a foundation, review carefully the conditions, if any, under which the grant was made. It will be your responsibility to see that these conditions are met. If for some reason the conditions stipulated cannot be met, the situation must be reviewed carefully with the foundation and a determination made concerning the next step. Take nothing for granted. Those who run foundations are business people and do not like to be surprised. Keep the foundation informed. Maintaining a good relationship with your benefactor will work to your benefit. After all, you may need to go to them again some day.

When you have received approval of your proposal, also write a letter of appreciation for the generosity of the foundation. Too few remember to say "thanks." In your letter state very briefly again how the money will be used. Invite foundation staff or sponsors to visit the program for a first-hand look at how their gift is being used. Be sure to send progress reports during the term of the project, and at the end prepare a complete report of the project activity and a full accounting of all monies received and disbursed. Include also in this report a discussion of the future of the program and the sources of continuing support. Foundations like to feel that projects which they sponsor do not die when the grant is exhausted.

FOUNDATIONS FUNDING PROJECTS SERVING HANDICAPPED PERSONS (1-72-12-74)

The foundations listed are located in the state indicated and funded projects related to services to handicapped people in their own state or city. This is not an exhaus-

tive list of the foundations contributing to programs for the handicapped. It is a sampling of those foundations which made grants to projects in their geographical areas.

CALIFORNIA
- California Community Foundation
- San Francisco Foundation
- James Irvine Foundation
- Skaggs Foundation

COLORADO
- Boettacher Foundation

CONNECTICUT
- Hartford Foundation for Public Giving

DISTRICT OF COLUMBIA
- Eugene and Agnes E. Meyer Foundation
- Morris and Gwendolyn Cafritz Foundation

GEORGIA
- Metropolitan Foundation of Atlanta

HAWAII
- Charles M. and Anna C. Cooke Foundation
- McInerny Foundation

ILLINOIS
- Chicago Community Trust

INDIANA
- Indianapolis Foundation

MASSACHUSETTS
- Godfrey M. Hyams Trust
- Committee of the Permanent Charity Fund

MICHIGAN
- Dewaters Charitable Trust
- Grand Rapids Foundation
- Kalamazoo Foundation

MINNESOTA
- F. A. Bean Foundation
- Bush Foundation
- Minneapolis Foundation
- Saint Paul Foundation

NORTH CAROLINA
Z. Smith Reynolds Foundation

NEW JERSEY
Florence and John Schumann Foundation
Turrell Fund

NEW YORK
Buffalo Foundation
Louis Calder Foundation
New York Community Trust
New York Foundation

OHIO
Cincinnati Foundation
Cleveland Foundation
Columbus Foundation

PENNSYLVANIA
Allegheny Foundation
William Penn Foundation
Pittsburgh Foundation
Philadelphia Foundation

RHODE ISLAND
Rhode Island Foundation

TEXAS
Houston Endowment

WASHINGTON
Seattle Foundation

WISCONSIN
Milwaukee Foundation

Here are the Zip Codes and Telephone Numbers of the Adult Education offices of each State Department of Education:

ALABAMA
Montgomery 36104
Phone: (205) 269-6306

ALASKA
Juneau 99801
Phone: (907) 465-2993

ARIZONA
Phoenix 85007
Phone: (602) 271-5281

ARKANSAS
Little Rock 72201
Phone: (501) 371-2263

CALIFORNIA
Sacramento 95814
Phone: (916) 322-2175

COLORADO
Denver 80203
Phone: (303) 392-3291

CONNECTICUT
Hartford 06115
Phone: (203) 566-3825

DELAWARE
Dover 19901
Phone: (302) 678-4888

DISTRICT OF COLUMBIA
Washington, D.C. 20004
Phone: (202) 737-1132

FLORIDA
Tallahassee 32304
Phone: (904) 488-8201

GEORGIA
Atlanta 30334
Phone: (404) 656-2416

HAWAII
Honolulu 96813
Phone: (808) 548-5713

IDAHO
Boise 83720
Phone: (208) 384-3330

ILLINOIS
Springfield 62706
Phone: (217) 782-6978

INDIANA
Indianapolis 46204
Phone: (317) 633-6469

IOWA
Des Moines 50319
Phone: (515) 281-5252

KANSAS
Topeka 66612
Phone: (913) 296-3191

KENTUCKY
Frankfort 40601
Phone: (502) 564-3921

LOUISIANA
Baton Rouge 70804
Phone: (504) 389-5806

MAINE
Augusta 04330
Phone: (207) 289-3367

MARYLAND
Baltimore 21240
Phone: (301) 796-8300

MASSACHUSETTS
Boston 02111
Phone: (617) 727-5784

MICHIGAN
Lansing 48902
Phone: (517) 373-1692

MINNESOTA
St. Paul
Phone: (612) 296-4057

MISSISSIPPI
Jackson 39205
Phone: (601) 354-6879

MISSOURI
Jefferson City 65101
Phone: (314) 751-2571

MONTANA
Helena 59601
Phone: (406) 449-3082

NEBRASKA
Lincoln 68508
Phone: (402) 471-2016

NEVADA
Carson City 89701
Phone: (702) 885-4465

NEW HAMPSHIRE
Concord 03301
Phone: (603) 271-2617

NEW JERSEY
Trenton 08619
Phone: (609) 292-6470

NEW MEXICO
Santa Fe 87501
Phone: (505) 827-2427

NEW YORK
Albany 12234
Phone: (518) 474-5808

NORTH CAROLINA
Raleigh 27611
Phone (919)829-7057

NORTH DAKOTA
Grand Forks 58201
Phone: (701) 777-2661

OHIO
Columbus 43215
Phone: (614) 466-4274

OKLAHOMA
Oklahoma City 73105
Phone: (405) 341-5186

OREGON
Salem 97310
Phone: (503) 378-3971

PENNSYLVANIA
Harrisburg 17126
Phone: (717) 787-5532

PUERTO RICO
Hato Rey 00918
Phone: (809) 766-4011

RHODE ISLAND
Providence 02908
Phone: (401) 277-2705

SOUTH CAROLINA
Columbia 29201
Phone: (803) 758-3217

SOUTH DAKOTA
Pierre 57501
Phone: (605) 224-3447

TENNESSEE
Nashville 37219
Phone: (615) 714-1931

TEXAS
Austin 78701
Phone: (512) 475-3891

UTAH
Salt Lake City 84111
Phone: (801) 328-5574

VERMONT
Montpelier 05602
Phone: (802) 828-3131

VIRGINIA
Richmond 23216
Phone: (804) 770-3180

WASHINGTON
Olympia 98504
Phone (206) 753-6748

WEST VIRGINIA
Charleston 25305
Phone: (304) 348-6318

WISCONSIN
Madison 53705
Phone: (608) 266-8925

WYOMING
Cheyenne 82001
Phone: (307) 777-7411